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ABSTRACT

Attitudes and characteristics of past and current continuing education (CE) students at the College of St. Benedict (CSB), Minnesota, were studied. Attention was directed to reasons for attending CSB, attitudes toward classes and services, and the background and demographic characteristics of CE students. Based on 228 interview and questionnaire responses, findings include the following: more than 95 percent were women; the age range was 20 to 65 years old, with 60 percent aged 20 to 35; two major reasons for attending CSB were to obtain a degree or certificate and for enrichment; important aspects of the college experience included the competence and attitudes of the faculty and the relevance of their studies to their interests; and conflicts between college and family responsibilities or job responsibilities were related to some scheduling problems and withdrawals from CSB. Some differences in responses for day and evening students and for students undertaking specific programs (Certificate in Management for Women and Certificate in Ministry) were also found. Appended materials include: a questionnaire; interview formats; a college admission form; and separate profiles of students in the management program, ministry program, degree programs, and students attending classes for enrichment reasons. (SW)

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1982 SURVEY AND PROFILE OF PAST AND CURRENT CONTINUING EDUCATION STUDENTS

by

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CENTER FOR CONTINUING EDUCATION

JUNE 25, 1982

COLLEGE OF ST. BENEDICT
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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	
	A. The Center for Continuing Education	1
	B. The Study	1
II.	SURVEY OF PAST AND CURRENT C.E. STUDENTS	
	A. Methods	6
	Selection of the Sample	5
	Interviewers	7
	Development of the Survey Instrument and Answer Sheet	8
	Interviews	10
	B. Results	10
	Representativeness of Sample Reached	10
	QUESTION 1. Why are our students coming to college? What are their goals?	12
	QUESTION 2. Why do our students choose to come to CSB?	12
	QUESTION 3. How do our students find out about CSB and its offerings?	13
	QUESTION 4. What do our students like and dislike about CSB and its offerings?	14
	QUESTION 5. What barriers do CSB C.E. students need to overcome in order to take classes?	18
	QUESTION 6. Why do students drop out?	21
	Concluding Comments from Students	23
	Day Versus Evening Students	24
	Students Affiliated with CSB/SJU, the Convent and Non-Affiliated Students	27
	Students Compared on the Basis of Total Credits Taken through CSB C.E.	28
	Students Compared by Other Categories	30
	Profiles of Groups of C.E. Students	30

(Table of Contents Continued) Page

C. Conclusions 37

Who Our C.E. Students Are and Why They Come 37

The Satisfaction of C.E. Students with Their CSB Experience 43

Barriers and Why Students Drop Out 48

Appendix A Marketing/Consumer Satisfaction Survey

Appendix B Student Survey - First Draft

Appendix C Student Survey - Draft 6 - Current
Student Survey - Draft 6 - Former

Appendix D Answer Sheet

Appendix E Letter to Survey Participants

Appendix F Answer Sheet with Data from the Interviews

Appendix G Concluding Comments - Response to the question "Is there anything else you would like to add about your experience in C.E?"

Appendix H Admission Form

Appendix I Profiles of Students

I. INTRODUCTION

This report describes the methods and reports the results to date of an on-going evaluation of the Center for Continuing Education at the College of St. Benedict.

A. The Center for Continuing Education

The Center for Continuing Education (C.E.) at the College of St. Benedict recruits, registers, advises and provides other services to about 100 part-time adult students (more than 95% of whom are women) each semester. The Center also sponsors and coordinates the courses offered in two certificate programs, the Certificate in Ministry and the Certificate in Management for Women. The Management program has been in existence since Spring 1978 and the Ministry program was begun in Fall 1980. In order to register through the Center, students must have a primary occupation other than college studies (homemaker and/or job outside the home) and must register for no more than 11 credits per semester. Women may work toward a degree, a Certificate, or take classes simply for enjoyment or personal enrichment. Men may take classes offered for the Certificate programs. About one-half of the C.E. students attend regularly scheduled college courses offered mainly during the day and about one-half attend evening classes offered as required or elective courses for the certificate programs.

B. The Study

In Fall 1981 we began a study of the operations of the Center. There were several areas in which more information would be useful in improving the services of the Center, in explaining and promoting the needs of the C.E. students to the rest of the college, and in strengthening the advising and recruiting functions of the Center. The major questions to be answered concerned information about our students and evaluation of our offerings:

Who are our students (background, needs)? Why are our students coming to CSB? How satisfied are our students with their experiences at CSB (classes, services)? How effective are the two Certificate programs?

There are several possible sources through which information about these topics could be gathered. These sources include information reported by C.E students on Admission Forms, surveys of C.E. faculty, and surveys of past and present C.E. students.

In Fall 1980 the Center began to ask students to fill out an Admissions Form which asks questions about age, city of residence, occupation, previous schooling, academic goals, and plans to finance schooling. (Note - this is not an application for admission form, since there is no formal application procedure for students enrolling through C.E.) A profile of C.E. students could be compiled from the information reported on these forms. In addition, separate profiles could be prepared for the students pursuing each type of academic goal (degree, Certificate in Ministry, etc.).

Information could be gathered from questioning faculty who have taught evening courses for the Center about their perceptions of C.E. student needs and problems. Faculty could also be asked about their own concerns in teaching this group of students and probed for ways in which the Center and the College could aid them in this task. Faculty who have taught both full-time traditional-aged students and part-time older adults might suggest changes to accommodate the different interests and needs of the C.E. students.

The most direct source of information on the needs, interests and level of satisfaction of the C.E. student is the student herself. C.E. students could be asked in interviews about why they have come to CSB, what they like and don't like about the classes and services offered at CSB, and what barriers make it difficult for them to attend college.

As of January 1982, eight women have completed the Certificate in Management for Women Program. These eight graduates can be asked for

feedback on their satisfaction with the program. Major employers in the St. Cloud area could also be questioned to determine their evaluation of our offerings in the Management Program. (In addition to information about student and employer satisfaction with our Management Program, we could also benefit from information on the needs of the surrounding community for adult college-level continuing education. Employers could be surveyed about the types of skills they are looking for in prospective employees or would like to see developed in present employees. Another approach would be to survey randomly selected members of the surrounding community about their interest in and reasons for attending college classes.)

We do not yet have graduates of the Ministry Program since it is only in its second year. (The average time expected for someone to complete a certificate program is 3½ years. The Management Program requires completion of 7 courses, the Ministry 8 courses. Most participants take 1 course/semester or 2 courses/year). However, students currently in the Ministry Program can be questioned about their satisfaction to date and their suggestions for improvement.

In summary, I have identified the following as possible components of an overall evaluation plan for the C.E. program:

1. Survey of past and current C.E. students to determine why they are attending CSB and their likes and dislikes of classes and services.

2. Compilation of profiles of the C.E. student from admission forms to understand the background and demographic characteristics of the C.E. student.

3. Survey of former and current C.E. faculty to determine their assessment of teaching in the C.E. program, and the needs and interests of the C.E. student.

4. Survey of graduates of the Certificate in Management for Women program to determine their satisfaction with the program.

5. Survey of participants in the Certificate in Ministry Program to determine their satisfaction with the program.

6. Survey of employers in the St. Cloud area to determine their interest in, expectations of, and satisfaction with the Certificate in Management for Women Program.

The complete evaluation procedure outlined so far would be a very ambitious undertaking for an office of our size. Although on-going evaluations are necessary and desirable for any program, this must be balanced against the constraints of time and money available to perform such evaluations. Therefore, it has been necessary to prioritize the components and to undertake some and postpone others. Based on our priorities, some components have already been done, others are underway and some will hopefully be taken up at a later date. As we move through this process, the results obtained from one component allow us to reassess and revise our goals for future components.

Since our central concern was to better understand the C.E. student, it was decided that an interview survey of past and current C.E. students would get top priority. Information from this survey could then be supplemented with background information from the profiles taken from the admissions forms. These two components are now completed and the following sections of this report will focus on the information received from them.

Second priority was given to the faculty survey and the surveys of graduates of the Management program and participants of the Ministry Program. Present plans are to distribute a written questionnaire to CSB and SJU faculty who have taught credit courses offered as part of the certificate programs during the present (1981-82) and past two academic years. The number of faculty in this group is about 12-15. A written questionnaire is also being developed to send to the graduates of the Certificate in Management Program. This questionnaire will ask the students to evaluate each course they took in the program for its usefulness to them in their job

or business and to evaluate the program as a whole. The participants in the Ministry Program will be surveyed in a less formal manner. A meeting is being planned at which students and faculty from the Theology Department and the Continuing Education Council can discuss student satisfaction with coursework and recommendations for change.

II. SURVEY OF PAST AND CURRENT C.E. STUDENTS

The specific questions we hoped to answer with this survey are:

1. Why are our students coming to college? What are their goals?

2. Why do our students choose to come to CSB?

3. How do our students find out about CSB and its offerings?

4. What do our students like and dislike about the CSB C.E. program (what, in the eyes of the students, are our strengths and weaknesses).

5. What barriers do CSB students need to overcome in order to take classes.

6. Why do students drop out?

The first five questions would be addressed directly to the students in the interview. Answers to the last question could be derived from information obtained throughout the interview.

A. Methods

Selection of the Sample

The population to be sampled was defined as all people who had taken a credit class through Continuing Education at CSB since Fall 1979. This included registrations from 5 semesters: Fall 1979, Spring 1980, Fall 1980, Spring 1981, Fall 1981. (Although non-credit courses were offered in 1979-80 the Center is presently offering only credit courses and plans to continue offering only credit courses. Since credit and non-credit classes make different demands and offer different rewards, people have different expections of these classes. Therefore restricting the population to people who had taken at least one credit class should result in information more relevant to a program based on credit classes.) Not included in this population were:

-full-time students who had taken classes offered by C.E.

-people who had registered for a class through C.E. but had dropped

it before it began

-people presently working for the Center for C.E. who had taken courses through C.E.

-a group of 7 Sisters of St. Benedict's Convent who had been registered for day classes through C.E. by a member of the convent and so actually had no contact with the Center or Center-sponsored classes

-former C.E. students who were known to have moved out of Minnesota (for purposes of economy, since the interviews were by telephone, we limited ourselves to in-state interviews)

-students for whom we could not locate a telephone number.

Initially the population size was 229 but one person was later removed when she participated in a test of the survey instrument making the final population size 228.

The following background information was supplied from C.E. records for all people on the list: whether they mainly took regularly scheduled college (day) classes or C.E. sponsored (evening) classes; if they were a current (taking classes during Fall 1981 semester) or former student; the year they began taking classes through C E.; the number of credits they had taken through C.E.; if through C.E., whether they had completed a degree, certificate, or had switched to full-time status; if they were lay people receiving tuition remission through CSB or SJU, or if they were members of St. Benedict's Convent. In addition, each person was categorized as a persister or non-persister based on a definition devised by C.E. From the institution's viewpoint a persister is a student who completes a degree, a certificate or who switches to full-time status, or someone who is currently enrolled in classes. A non-persister is a student who took classes through C.E. but does not fit in the persister category. This information was added to that obtained from the interviews and was used in the analysis of results. (see last page of appendix D)

Interviewers. The C.E. students were surveyed through telephone interviews. The

method of telephone interviews was chosen over written questionnaires by mail based on the estimated costs of mailing and on the assumed lower response rate of mailed questionnaires, which must be returned.

The three people chosen to conduct the interviews were members of a Fall 1981 CSB/SJU Principles of Marketing class. In October,1981 class members were told about an opportunity to work on a study for the Center for C.E. The study would make use of skills they had learned in marketing and would give them experience in designing a survey, interviewing, analyzing data, and making recommendations for marketing a program. The work would be done as an Independent Learning Project for the January 1982 Interim and would involve several meetings with C.E. staff before January and about 6-8 hours of work per class day during January. With the help of two EBA faculty, three students were selected. Two students were seniors, one was a junior and all had taken several classes in Business Administration.

The students (who will hereafter be referred to as the Interviewers) were involved in the development and testing of the survey instrument and were given training in the skill of interviewing by David Leitzman (instructional development) and Jim Makepeace (sociology).

The Interviewers conducted practice interviews with other full-time students and with former C.E. students employed at the College prior to conducting the interviews included in the survey

Development of the Survey Instrument and Answer Sheet

As a first step, the areas of information the Center wanted to obtain about its operations were broken down into a list of specific questions (Appendix A). A preliminary interview instrument (Appendix B) was written based on the questions on the list which could be at least partially answered with information form C.E. students. Because we felt we had an incomplete picture of the problem areas and areas of strength in the C.E. program, as

well as the barriers faced by CSB C.E. students attending classes, we used an open-ended format for the questions and the Interviewers were taught how to probe in a non-biasing fashion.

The survey instrument was reviewed by the Interviewers, members of the C.E. staff, and several CSB faculty and staff members with expertise in sociology, psychology, instructional development, and in particular, survey research. In this process the instrument went through three revisions. The fourth draft was tested by the Interviewers in face-to-face interviews with CSB staff members who had taken C.E. classes in the past. Each Interviewer interviewed one person and the data collected were not included with the data analyzed for this report. The instrument was again revised and the fifth draft was used in a pilot test conducted during the time period of Dec. 14-21, 1981. In this test each interviewer was provided with a list of 15 names randomly selected from the population and was instructed to try to interview by telephone a minimum of 3 people. Nine C.E. students were interviewed in the pilot test. Although very minor revisions resulted in a sixth and final draft of the survey instrument, the data from the pilot interviews were included in the interview data analyzed for this report. There were two forms of the final survey instrument (Appendix C), one form for Current C.E. students in which certain questions were asked in the persent tense, and one form for former C.E. students in which the questions were asked in the past tense.

The data collected in the pilot test were analyzed for use in developing an answer sheet. The first draft of the answer sheet was tested with the first 35 interviews conducted during the main interviewing period. Following this the answer sheet was revised and a second and final draft (Appendix D) was used for the remainder of the interviews. The answer sheet allowed the interviewer to place responses in common categories, to elaborate on responses not falling within the designated categories, and to record explanatory comments.

Interviews

The population of 228 C.E. students were divided into 3 groups (first, fourth, seventh, etc. names in Group 1; second, fifth, eighth, etc. names in Group 2; third, sixth, ninth, etc. names in Group 3). The 3 groups were then randomly assigned to the 3 Interviewers. One week before the Interviewing began a short letter (Appendix E) was sent to everyone in the population informing them of the survey and asking for their cooperation. Interviewing began on January 4 and ended on January 18, 1982. Calls were made from 9:30 a.m. to 5:00 p.m. and 7:00 p.m. to 9:30 p.m. Interviews lasted from 8 to 60 minutes (average 20-25 minutes).

B. Results

I will report on the results of the survey in several sections. First I will discuss the representativeness of the sample reached. Next, I will show how the data collected help to answer the six questions put forth on page 6 of this report, and I will include a section on Concluding Comments From Students. (Appendix F is the answer sheet with the data from the interviews recorded as percent of students giving a particular response.) Then I will give an analysis of the results based on segmenting the respondents into special groups (Day versus Evening students, students affiliated with CSB/SJU or St. Benedict's Convent versus non-affiliated students, students compared on the basis of total credits taken through CSB C.E.). The last section will describe the profiles of C.E. students drawn from data reported in the admissions form.

Representativeness of Sample Reached

Interviews were conducted with 106 of the 228 C.E. students in the population. Twenty-seven people on the list could not be contacted (phone disconnected, no longer living at last address given to C.E., etc.) and eight

would not give permission to be interviewed. Seventy-six of the remaining 88 were called at least once (45 were called at least 3 times) but could not be reached.

The representativeness of the sample was assessed by comparing background data for the sample with the total population. The sample interviewed closely resembles the total population in several respects. Fifty-three percent of the total population were mainly evening students taking C.E. sponsored evening classes and 47% were day students taking regularly scheduled college classes. In the sample the proportions were 54% evening and 46% day. There was also good agreement between the distribution in the population and in the sample of people who had taken various numbers of credits at CSB through C.E. (Figure 1).

	Total credits taken at CSB through C.E.				
	0-4	5-12	13-24	25-40	41 or more
% of population	48	22	13	10	7
% of sample	42	21	14	14	8

FIGURE 1. Students in the population and in the sample compared on the basis of total credits completed.

In addition, 17% of the population and 17% of the sample were lay people who had received tuition remission through CSB or SJU (employees and spouses), and 9% of the population versus 7% of the sample were members of St. Benedict's Convent. However, there was some discrepancy between the population and the sample in the distribution of current students (population 42%, sample 51%) and former student (population 58%, sample 49%). This probably resulted from the greater likelihood that former students might have moved from the area and so were unable to be reached by the survey. (Of the 26 people who could not be contacted - phone disconnected, etc. - 22 were former students.) Since current students make up the bulk of people labeled persisters (in the total

population of 112 persisters, 6 had received a degree, 3 had received a certificate, 8 had switched to full-time by January, 1982; the rest were simply current students) it is not surprising that the sample contained a higher percentage of persisters (60%) than the percentage present in the population (49%).

QUESTION 1. Why are our students coming to college? What are their goals?

In response to the question "What was your purpose when you began taking classes here (in the semester they began)?" 65% of the answers given described an academic goal, 66% described a life-oriented goal, and 8% indicated that they were uncertain/exploring. (The answers total more than 100% since students could describe more than one type of goal.) The breakdown of students pursuing specific types of academic goals was 29% planning to pursue a degree, 8% the Certificate of Ministry, 18% the Certificate in Management, 6% achieving or renewing teaching certification, and 2% taking courses as a part of their training in the Convent. Under life-oriented goals, 19% of the students related their reasons for attending classes to some type of career advancement, and 46% to intellectual growth/enrichment or improving personal skills/acquiring background in a specific area. The results indicate that many returning students have a specific goal in mind (over one-quarter are interested in a degree and one-quarter in a certificate) but are also concerned about their own personal growth.

QUESTION 2. Why do our students choose to come to CSB?

When asked why they chose CSB as the place at which they would take classes, 71% of the answers implied convenience, 70% referred to quality or to specific College offerings, and 34% spoke of personal reasons or the College's atmosphere. Under convenience, 41% of the students cited location or proximity to campus, 16% spoke of the tuition remission they received as a CSB/SJU employee or employee's spouse, 5% mentioned being a member of St. Benedict's

Convent, and 5% referred to the low or reasonable cost of attending CSB (this was usually compared to the higher cost of attending CSB full-time). Twenty-two percent said they came because CSB had offered a specific class or classes they wanted, 31% were attracted by a degree or certificate program offered by CSB/SJU (nursing, the Certificate in Management, and the Certificate in Ministry were all mentioned), and 9% referred to some aspect of the quality of the classes or instructors (better photography classes than at SCSU, good music department, went elsewhere but not challenged, name of CSB carries weight when trying to get a job). Ten percent of the students mentioned that a recommendation by someone else had played a part in their decision to attend CSB and 10% related their choice of CSB to familiarity with the campus (such as having been a student at CSB at an earlier time), while 11% mentioned aspects of the College's atmosphere (feeling cared about at CSB, CSB is less intimidating to the older returning student).

QUESTION 3. How do our students find out about CSB and its offerings?

About 36% of our students report that they first found out about taking classes part-time at CSB through word-of-mouth (15% heard about it directly from a faculty or staff member at CSB/SJU). Thirty-eight percent found out about C.E. through some type of personal exposure to the campus (10% were students at CSB/SJU at an earlier time, 13% knew about it because they are/were CSB/SJU employees or a member of the family is/was an employee, and 7% are members of the convent). Seventeen percent of the students were alerted to C.E.'s offerings through brochures mailed out to them or to their employers, and 15% through advertisements of articles appearing in local newspapers. (Seven women specifically mentioned articles or ads appearing in The Visitor.) C.E. contacts with local businesses also pay off since 12% of the sample specifically mentioned that they found out about us at their place of employment.

QUESTION 4. What do our students like and dislike about CSB and its offerings?

I will address this question in four parts: 1. What they like about classes; 2. What they dislike about classes; 3. What they like about C.E.; 4. What they dislike about C.E.

"What do/did you like about the classes at St. Benedict's?" C.E. students gave many answers to this question. Thirty-five percent mentioned that they liked a specific class or that classes were challenging, interesting, or met their needs. Sixty-six per cent spoke positively about their instructors. Interestingly, comments about the personal behavior of the instructor (especially that the instructor was understanding, helpful, available, or flexible) were slightly more common than comments about the instructor's professional behavior (well-informed, well-prepared, taught well). C.E. students seem to be looking for professionally competent instructors who are also able to understand and meet the particular need of the adult student. Thirteen percent of the students spoke about the good media, textbooks, equipment or facilities at CSB and 31% spoke of the knowledge they had gained from classes (several made specific reference to the pragmatic benefits of their classroom experience, that it was useful for daily life). Seven people mentioned that they liked the discussion, the exchange of ideas in their classes.

Thirty-three percent of the students mentioned that they liked the scheduling of classes. More specifically, 15 people said they liked the evening classes which meet one night a week, 4 said the three hour evening classes were a good length, and 3 people liked the 6-day cycle (fit in with work schedules, meant only had class 2 days/week every other week). Eight people liked the fact that the cost of taking classes through C.E. was lower than going to school full-time.

One quarter of the students liked the small class size, 10% liked taking classes with other adults (enjoyed sharing experiences with other adults, enjoyed

camaraderie of other women), 4% liked classes with traditional-aged students, and 6% liked the mix of adults and traditional-aged students in their classes. Twenty-seven percent referred to some aspect of the warm spirit or friendliness of the classes and 19% to the personal concern shown by faculty/staff at CSB. In addition, the answer of 3% of the students to this question was "nothing".

In summary, although the C.E. students liked qualities about classes at CSB which one would expect to be important to any student (well-informed instructors, good facilities, classes challenging), they often made specific reference to qualities which would be of particular importance to an adult student - evening classes; longer (3 hour) class periods; the relevance to their daily lives of the knowledge they were gaining in class; the opportunity for class discussion; sharing of experiences and ideas, and especially, the sharing with other women.

Students were able to give as many different answers as they wanted to the question of what they liked about classes at St. Benedict's but were then asked "Which did you like the most?" Good instructors rated the highest (28%), followed by knowledge that they gained from classes (14%), warm spirit or atmosphere of classes (9%), classes challenging/interesting or liked a particular class (8%), scheduling of classes (8%), personal concern shown by CSB faculty and staff (7%), and classes with other adults (6%).

<u>"What do/did you dislike about the classes at St. Benedict's?"</u> Students mentioned fewer "dislikes" than "likes" about CSB classes. The Interviewers recorded 344 different responses to the like question and 166 responses to the dislike question. The answer most frequently given was nothing (28% of the students). However, 16% of the students commented on the instructor (instructor ridiculed her when she asked a question, instructor didn't show up for classes, instructor needed to be better informed, instructor disorganized and hard to

understand, instructor was too critical of beginners, etc.), 5% found the classes uniformative or unsuitable, 9% found the classes too difficult, and 6% found fault with the media, textbooks, facilities (2 commented on the lack of computer facilities). In addition, 7 people commented on evaluation techniques used in the classes (tests didn't reflect the material learned, evaluation based on only one or a few tests, doesn't like type of test - true/false, multiple choice), and two commented on the emphasis on grades rather then learning.

Other concerns centered on convenience factors. Ten percent of the students found problems with class scheduling (3 wanted more evening classes, 2 felt that three hour classes were too long), 8% disliked the cost, 7% had problems with travel to or the location of the campus, and 6% were bothered by the 6-day class cycle. In addition, 4% had had problems with changes in the scheduling of classes or instructors.

Seven percent said that class size was too large, 6% did not like the presence of traditional-aged students in the classes, and 7% felt out of place and/or older than most of the students. In looking through all the comments recorded in answer to this question, 12 comments were found to reflect a feeling of the student that she was not a part of the college (faculty not familiar with C.E. and C.E. students' needs, instructors in C.E. classes not as high quality as in regular classes, school not relevant to real life.)

When asked what they disliked most about classes 8% said instructors, 6% scheduling, 5% cost, 5% difficulty of classes, 4% 6-day cycle, and the rest of the students gave a variety of other answers. There seems to be no one strong area of dislike.

<u>"What do/did you like about your contacts with the Center for C.E.?"</u>

The most frequent answers were that the staff was helpful and friendly. Sixty-eight percent of the students made some reference to the staff being helpful/informative (she was well-advised on classes, staff was patient in

explaining things to her, etc.), 48% referred to the friendliness/concern of the staff (interested in her as a person, Maria kept her going - would have dropped out otherwise, cater to students - do better than other schools), and 14% to the availability of the staff. Six people specifically commented on the efficiency and promptness of the staff.

Twenty percent of the students mentioned the ease of registration and 23% felt the staff kept in contact with the students/that students were well informed. Four people specifically expressed pleasure with the orientation they received through C.E. Some students made reference to particular members of the staff (Hannah - warm, outgoing, an asset to C.E.), and Maria was especially noted.

Eleven percent of the students said they had had little contact with the Center/no comment and 2% replied "nothing" in answer to the question of what they liked about C.E.

In answer to what they like best 42% said the helpfulness/informativeness of the staff, 30% the friendliness/concern of the staff, 8% that students were kept well-informed/staff kept in contact with students, 2% the availability of the staff, and 8% the ease of registration.

"What do/did you dislike about your contacts with the Center for C.E.?

The overwhelming answer to this question was "nothing" (80%). Again, students mentioned fewer "dislikes" than "likes". The Interviewers recorded 244 different responses to the like question and 113 responses to the dislike question (and 84 of these were "nothing"). Four per cent of the students replied that they had little contact with the Center/no comment.

Students did report some problems. Eight percent referred to receiving inadequate information about classes/schedules (no information about applying to upper division or audit, summer classes were curtailed without much advanced warning, always received information about classes or due dates late), 4%

that the staff was uninformed/unhelpful (no help in assessing out of school experiences of the past, didn't know class was changed because of a Mass held on campus, at times C.E. administration were no help at all), and 3% had problems with registration procedures. Three people specifically commented on some problems they had had in receiving credit for prior learning, 3 people were bothered by the policy that C.E. students register for day classes on a space-available basis, and two people commented on the lack of communication between departments or offices in the college (including the C.E. office).

In answer to what they disliked most about C.E. 4% answered staff uninformed/unhelpful, 4% that they had received inadequate information about classes/schedules, and the rest gave a variety of other answers. (Again, as with classes, there is no one strong area of dislike.)

QUESTION 5. What barriers do CSB C.E. students need to overcome in order to take classes?

Students were asked "Was there anything which made it difficult for you to attend classes?", "Which of these seemed to make it most difficult to attend classes?", "How did you deal with this problem?", and "What could St. Benedict's do to help students with this problem?"

A major impression one gets from reading student answers to these questions is that C.E. students have many commitments in their lives, are quite busy, and have scheduling and other types of conflicts when they attempt to take classes. Twenty-six percent of the students did say they felt there was nothing which made it difficult for them to attend classes. However, three of these students specifically pointed out that this was because they had planned ahead of time how to deal with any conflicts which should arise as result of their taking classes. Among the rest of the students, many gave answers relating to conflicts with family responsibilities (27%), conflicts with job responsibilities (18%), weather (21%), location of campus/

transportation problems (17%), and lack of time/"busyness" (12%). In addition, 19% of the students cited problems with the particular scheduling of classes at CSB.

Often the conflicts with family responsibilities related to childcare issues, but they also included problems in meshing the school schedule with the family's schedule (two women discussed meals - needing to prepare dinner ahead of time, and not being able to have dinner with the rest of the family). The women said they coped with the childcare problems by finding a sitter who might be a member of the family (one woman mentioned her mother, another her husband, and a third her mother-in-law) or might be someone outside of the family. Two women said they missed classes due to a child's illness. In answer to the question of what CSB could do to help, 4 suggested that CSB provide childcare facilities, one said she would need to know of a babysitter who could come into her home, 2 suggested the formation of a support system (one said support from other C.E. students could help her overcome her guilt about using a babysitter), and 2 suggested changes in class scheduling (begin evening classes a little later).

Conflicts with jobs often involved timing. Classes were offered at times they needed to be on the job (including two people who traveled as part of their jobs and so could not be sure they would be home for evening classes). When asked how they coped, 3 said they scheduled the classes around their jobs, one said she often was late to class, and one got time off from work to attend class. Most did not have suggestions on how CSB could help them with this problem.

Weather and location of campus/transportation also caused problems. They coped with weather problems by missing the class, not needing to go because the class was cancelled, or by ignoring the weather and going anyway. They coped with the transportation problem by arranging their classes close together so they only made one trip a day to campus,

"bumming" rides from others, taking the CSB bus, speeding (felt she deserved many speeding tickets), and simply "driving the distance." Students felt CSB could help them in this area by providing commuter vans (2 people), helping them arrange ride-sharing (2 people), starting 6:30 p.m. classes at 7:00 (1 person), working with the Diocese to bring Ministry classes out to where the people are (1 person).

Problems with the scheduling of CSB classes overlapped with all the other categories mentioned so far. Often the scheduling of CSB classes was a problem because it created a conflict with family or job responsibilities or because of the location of the campus. And, naturally, these categories also overlapped with the category of answers of lack of time/"busyness". People coped with these problems by juggling their schedules in order to keep all of their commitments. However, this juggling does appear to take its toll. Three people said that one thing which made it difficult for them to attend class was being really tired out.

Many of the suggestions offered on how CSB could help involve the scheduling of classes. In summary the suggestions involving scheduling are: 2 people suggested shortening the length of the semester; 2 suggested beginning Spring semester late in the year to avoid some of the weather problems; one wanted the 6-day cycle changed to the 5-day or weekly cycle; 5 people would like to see more evening classes; 2 wanted evening classes to begin later in the evening and 2 others wanted these classes to begin earlier; and one would like evening classes to meet twice a week for shorter times rather than once a week for three hours. (Apparently there is no specific major problem with the way classes are scheduled at CSB. Rather, the barriers result from the individual idiosyncracies of students' schedules.)

In addition to these major problems with scheduling, some students also faced other types of barriers. Seven people said that they feared returning to school and/or feared failing when they did return. One of these also said

she felt she had poor preparation/study skills for returning to school. Two people said CSB could help by having orientation or support group meetings for new C.E. students, and one suggested that maybe evening classes should be only for C.E. students and exclude younger students. Another person said she felt younger students don't realize C.E. students have special problems and responsibilities. Two other women had found it hard to attend classes because of personal emotional problems (divorce).

Some general suggestions on how CSB might help C.E. students include: offer financial aid to C.E. students (one person); use more publicity and advertising (one person); keep students better informed, especially on college requirements and cancelled classes (3 people). It may also be important to note in summary that 4 people suggested the creation of some type of support system for C.E. students.

As reported above, C.E. students have a variety of answers to the question of how they dealt with their particular problems. They often coped by juggling many responsibilities including their classes. One manner of coping, however, was to withdraw from classes. Eight people said they had quit or dropped classes, and one person said she had changed from credit to audit.

When asked which of the barriers they had mentioned made it most difficult for them to attend classes, 15% said scheduling of classes at CSB, 14% said conflicts with family responsibilities, 10% conflicts with job responsibilities, 10% weather, 8% location of campus/transportation problems, 6% lack of time/"busyness" and 2% costs/finances.

QUESTION 6. Why do students drop out?

(This is the most difficult of the six questions to answer. A series of questions were included in the interviews which we hoped would provide some answers. But, as I will point out below, there were problems with these questions and no clear answers emerged. In the Conclusions section I will

draw on information obtained from other parts of the interviews to attempt some answers to this question.)

Following the introductory question of "What was your purpose when you began taking classes (at CSB)?", students were asked "Have you reached this goal?" (referring to the goal(s) described in answer to the first question). If a student answered no, she had not reached her goal, she was asked "Are you still working toward this goal, or have you stopped working toward this goal?", and "Will you be taking classes at St. Benedict's during the coming year?" The purpose behind this series of questions was to determine which students might be considered by CSB to have dropped out (has not reached goal and is no longer taking classes at CSB to reach goal).

Forty-four percent of the students answered yes to question 2 (have you reached your goal?) and 56% answered no. Unfortunately, the data from question 3 (Are you still working toward your goal?) is difficult to analyze. Question 3 was to be asked only if the student answered no to question 2. However, some of the students answered yes to question 2 but then described new goals they had set for themselves. When this occurred some of the Interviewers asked the student to answer question 3. Therefore, it is difficult to determine just how many students should be considered as having dropped out. In answer to the third question 27 of the 76 people said they had stopped or temporarily stopped working toward their goal. But we do not know how many of these had already reached their original goal for attending CSB and were now describing activity toward their subsequent goals.

In a similar fashion problems have arisen in analyzing the data from question 5 which asked "Why have you decided to stop taking classes at St. Benedict's?" This question was meant to uncover the reasons why students drop out and was to be asked only of students who answered no to questions 2 and 4. But when a number of students answered question 4 by saying they were uncertain, some Interviewers then asked these students to answer question 5. This problem, compounded with the confusion over question 2 makes

interpretation of the responses to question 5 difficult.

Concluding Comments from Students

At the end of the interview students were asked "Is there anything else you would like to add about your experiences in C.E.?" Most of them (88) did have a concluding comment and a list of all of these comments is given in Appendix G. The comments included praise for classes, for C.E., and for CSB in general (46 students); criticism, or at least some complaints, about classes, C.E., and CSB in general (17 students); descriptions of the students own feeling and problems; suggestions for classes they would like to see offered (16 students), for changes in classes and scheduling (14 students), and for changes in services offered by C.E. and CSB or requests for specific types of aid (20 students).

Most of the "praise" comments were statements about good feelings towards CSB in general or C.E. in particular (feels privileged to attend St. Bens, thank you for offering the program-it's good P.R. for the school, very satisfied with program), and several people seemed to be especially pleased with one or the other of the certificate programs. Four people praised the professors of specific classes, five were grateful for services or help they had received through the C.E. office, and three people commended CSB for making it possible for adults in the community to attend part-time and for offering evening classes.

The critical comments tended to be more specific. Two people felt taking classes was too expensive, four people had had a problem with a class (class size too large, didn't like pressure of tests) or an instructor, and five people felt they had not received adequate help or information (on parking, opportunities for activities on campus, applying for upper division). Two people felt there wasn't enough communication between departments (C.E. and Admissions) or schools (CSB and SJU), and one person felt that faculty do not feel a sense of responsibility toward C.E. and C.E. students.

The suggestions made in the concluding comments for changes or additions are given at the end of Appendix G under the headings of: Suggestions for new classes to be offered by C.E.; Suggestions for changes in classes and scheduling; Suggestions for improvement in services.

Day Versus Evening Students

This part of the study involved a search for statistically significant differences in student responses to interview questions based on whether the student mainly took regularly scheduled college (day) classes or C.E. sponsored (evening) classes. Most of the differences found to be significant are those which would be expected based on the usual experiences and opportunities of Day versus Evening students. (In the sample of 106 students, 49 were Day and 57 were Evening.)

Day Students were much more likely to say that their purpose when they began classes was to get a degree than were Evening students (51% versus 11%). Evening students were more likely to give their goal as the Certificate in Management (Evening - 32%, Day - 2%) or the Certificate in Ministry (Evening - 16%, Day - 0%). And although the differences are not significant due to very small numbers, only Day people were taking classes to achieve or renew teaching certification. These differences are understandable since it is not and has not been possible to complete a degree by taking only evening classes, classes specially organized for the Certificate programs are offered only in the evenings, and most education classes are offered only during the day. The reason for another difference between Day and Evening student responses is not so obvious. Forty-two percent of Evening and only 12% of Day students said intellectual growth/enrichment was a reason they began taking classes. This might mean that Day students are more likely than Evening students to have concrete, academic goals in mind when they come to CSB. (The percentage of students who were uncertain/exploring was small and about equal - 8 to 9% for both groups.)

There were some differences in how students in the two groups found out about C.E. classes at CSB. Twenty percent of Day students and only 1% of Evening students said they knew because they were former CSB students. Mailings sent out by C.E. were more likely to have been the way in which Evening (25%) than Day (6%) students discovered C.E.

In answer to the question of what they liked about classes 14% of Day versus 2% of Evening students liked paying a tuition which was lower than full-time tuition, 19% of Evening versus 0% of Day liked classes with other adults, and 27% of Day versus 12% of Evening liked the personal concern shown by people at CSB. It seems probable that Day students are more likely than Evening students to be aware of the differences between part-time and full-time tuition since they are in classes filled mainly by full-time students. In addition, students seeking a degree (mainly Day students) are more likely to inquire about the costs of going full-time than are students interested in a goal like a certificate which takes less time to complete. The difference in response about classes with adults is easily explained since Day students will virtually never be in a class with mainly adult students unless they take an evening class sponsored by C.E. (However, the importance to students of the opportunity to take classes with others like themselves is highlighted by the fact that 10% of the Evening students said this was what they liked most about classes at CSB.) The difference in response about personal concern is more difficult to explain but may be because students on campus during the day have a better opportunity to meet greater numbers of CSB faculty and staff. In addition, Day students, on the average, have probably spent more time at CSB than have Evening students as illustrated by the fact that Day students tend to have taken more credits at CSB (Figure 2). And spending more time at CSB probably means meeting more people at CSB which may lead to a greater appreciation of the personal concern

shcwn by CSB people.

	Total credits taken at CSB through C.E.				
	0-4	5-12	13-24	24-40	41 or more
% of Day students	31%	27%	12%	14%	16%
% of Evening students	54%	16%	16%	14%	0%

FIGURE 2. Day and Evening students compared on the basis of total credits completed.

The only significant difference in responses to the question of what was disliked about classes at CSB was that 12% of the Day students but no Evening students disliked the 6-day class cycle. Evening classes are never based on the 6-day cycle. (Eight percent of the Day students said this was what they disliked most about classes.)

There were no significant differences in the responses about what students liked about their contacts with C.E. There were a few differences in responses to the question of what they disliked about C.E. The answer "nothing" was given by 90% of Evening versus 67% of Day students. Eight percent of Day students felt the staff was uninformed/unhelpful. No evening students gave this answer. These differences may well be attributable to differences in degree and type of contact with the C.E. staff. As noted above, Day students, on the average, have taken more credits through C.E. than Evening students and so have probably spent more time at CSB. Also, since the C.E. staff works mainly during the day, students on campus at this time would have a greater chance of having contact with them than would students attending classes in the evening. In addition students pursuing a degree or a teaching certification would have a greater need for advising than would students pursuing a certificate program. It is likely, then, that Day students have had greater opportunity and reason to meet C.E. staff, and this greater contact may mean a greater chance they will be unsatisfied with some aspect

of the service they have received.

Students Affiliated with CSB/SJU, the Convent and Non-Affiliated Students

Of the 106 students in the sample, 18 received tuition remission from CSB or SJU (as employees or spouses of employees of CSB or SJU) and 7 were members of St. Benedict's Convent. The remaining 81 students were not affiliated in this manner with the College or Convent. Some statistically significant differences were discovered in the responses of these 3 groups to the interview questions.

In response to the first question about purpose when began taking classes at CSB, no one affiliated with the College or Convent mentioned career advancement as a goal whereas 25% of the non-affiliated sample mentioned it. It is difficult to know the reasons behind this difference. Do people associated with CSB/SJU place a higher value on reasons for attending college other than career advancement, or might they be less certain that college coursework is going to help them in their own career advancement? Also in response to this question students affiliated with CSB/SJU and the Convent were more likely to say their purpose was uncertain/exploring when they first began taking classes than were non-affiliated students (CSB/SJU - 22%, Convent - 14%, non-affiliated 5%). It may be that students feel free to take classes without a definite goal in mind if they are not paying the tuition themselves. Alternatively, being in the college environment might foster the feeling that taking coursework is a way to develop a direction or goal.

This difference in firmness of direction also appears in the responses to the question of why they chose CSB as the place to take classes. Non-affiliated students were more likely to say they chose CSB because it offered a specific class (25%) or specific degree or program (38%) they wanted than were CSB/SJU affiliated students (classes - 0%, degree/program - 11%). No convent affiliated students said she chose CSB because it offered a specific degree/program but 3

of the 7 did say they were attracted by a specific class.

When asked what they liked about classes, CSB/SJU and Convent affiliated students were more likely to say interesting/challenging classes (44% and 57%, respectively) than were non-affiliated students (31%). On the other hand non-affiliated students were more likely to say good instructors (70%) than were CSB/SJU affiliated students (33%), and to rate good instructors as the factor they liked best (non-affiliated - 33%, CSB/SJU - 11%). All Convent affiliated students mentioned good instructors as one factor they liked about classes but only one student (14%) said this was the most important factor.

This difference in attitudes about instructors also surfaces in the responses to the question of what was disliked about classes. CSB/SJU affiliated students were more likely to mention poor instructor (28%) than were non-affiliated students (15%) and were much more likely to say this was the factor they disliked most about classes (CSB/SJU - 28%, non-affiliated - 5%). No Convent affiliated students mentioned poor instructors as a factor they disliked about classes. An explanation for this difference in attitudes toward instructors is not apparent. It may, however, depend in some part on the greater familiarity of CSB/SJU affiliated student with the college environment and, perhaps, the instructors themselves. A student who is more familiar with the college system may be less in awe of it and more critical of the performance of the faculty.

Students Compared on the Basis of Total Credits Taken through CSB C.E.

Figure 1 (p.11) gives the percentage distribution in the sample interviewed of students who had taken various numbers of credits through CSB C.E. This distribution in numbers of students is: 0-4 credits (0 credits if the student dropped or audited her only course) - 45 students, 5-12 credits - 22 students, 13-24 credits - 15 students, 25-40 credits - 15 students, 41 or more credits -

8 students. The responses of these groups were examined for statistically significant differences.

Predictably, the more credits a student has accumulated, the more likely she is to have said that her purpose when she began taking classes at CSB was to get a degree (13% of students with 0-4 credits, 32% of these with 5-12 credits, 27% of 13-24 credits group, 47% of 25-40 credits group and 88% of 41 or more credits group). She is also more likely to have said that she chose CSB as the place to take classes because she felt the classes and/or instructors were better/more challenging (0-4 credits - 2%, 5-12 credits - 9%, 13-24 credits - 7%, 25-40 credits - 27%, 41 or more credits - 25%). A student who intends to get a degree (as compared to a student with a non-degree goal) may be more influenced by a school's reputed quality than by factors of convenience or familiarity with the school.

Students who had accumulated more credits were also more likely to answer several questions in ways suggesting they had had more contact with CSB faculty and staff, and in particular, with the C.E. staff. Specifically, the more credits a student has taken the more likely she is to say that one thing she liked about classes is the personal concern shown by CSB faculty and staff. She is also less likely to answer the question of what she disliked about her contacts with C.E. by saying "nothing" and is more likely to say that the staff was unhelpful/uninformed, and that she received inadequate information from the Center. (The data for these questions is given below in Figure 3.) As discussed under the section Day versus Evening Students, it seems likely that the greater contacts a student has had with CSB faculty and staff, and especially the C.E. staff, the likelier she is to appreciate them as a group but also the likelier it is that she has had a problem with some aspect of their services to her.

	Total credits taken at CSB through C.E.				
	0-4	5-12	13-24	25-40	41 or more
liked about classes - personal concern of CSB Employee	7%	14%	27%	33%	63%
disliked about C.E. - nothing	93%	77%	87%	53%	38%
disliked about C.E. - staff unhelpful/uninformed	0%	0%	0%	7%	38%
disliked about C.E. - received inadequate information	0%	9%	0%	13%	50%

FIGURE 3. Responses of students categorized by number of credits completed to questions on what they liked about classes and disliked about C.E.

Students Compared by Other Categories

Students' responses were also examined on the basis of Current (taking classes during Fall 1981) versus Former students, Persisters (completed a degree or certificate, switched to full-time, or is currently enrolled) versus Non-Persisters, and categories based on the year the student began taking classes through CSB C.E. No statistically significant differences of interest resulted from this examination.

Profiles of Groups of C.E. Students

In December 1980 the Center began asking incoming students to fill out an admissions form (Appendix H). The purpose of the form is to gather data for use in counseling the student and in building a profile of C.E. students at CSB (the form is not used in an application for admission process).

Students are asked to fill out the form at the time they first register for classes through C.E. Since this is a voluntary action (the form is not a requirement for registration) not all of the students registering over the past year and a half have completed the form. Of the 204 individuals who registered for classes through C.E. in Spring 1981, Fall 1981 or Spring 1982, 154 had turned in a completed registration form by March 1982.

The 154 students were divided into five groups based on their responses to questions on the form asking which academic goal they were pursuing. The five groups are: students who indicated they were pursuing the Certificate in Ministry; students pursuing the Certificate in Management; students working toward a 2-year degree, 4-year degree or second major or minor; students with an academic goal other than a certificate, degree, major or minor; students not pursing an academic goal but taking classes for personal enrichment (these students were assumed to be taking classes for reasons such as gaining personal skills/intellectual growth or acquiring background in a specific area).

The admissions forms of the students in each group were used to compile a profile of the students in that group. The group composed of students pursuing academic goals other than a certificate, degree, major or minor had only six members (most of whom were working toward licensure in Elementary Education) and so a profile was not done for this small group. The profiles for the remaining four groups (Ministry students, Management students, Degree students and Enrichment students) are found in Appendix I. Figure 4 compares data from these four profiles.

From the profiles and Figure 4 some tentative trends or characteristics of the four groups can be discerned:

The Degree student and the Enrichment students tend to live mainly in St. Cloud and St. Joseph and the Ministry students tend to come more from areas outside of St. Cloud and St. Joseph and to have a longer distance to commute to classes.

A large percentage (78%) of the Management students are presently employed in business or industry. This is nearly four times the proportion of students in the other three categories who are in business or industry. Compared to the other groups a relatively high proportion of Ministry students are teachers/teachers aides (33%) or have a church-related occupation such as CCD instructor

FIGURE 4. Comparison of data from profiles developed for: students pursuing Certificate in Ministry; students pursuing Certificate in Management; students pursuing 2-year degree, 4-year degree, second major or minor; students taking classes for personal enrichment. Profiles were developed from information reported by the students on their admissions forms.

	Ministry Students	Management Students	Degree Students	Enrichment Students	Average for students from all groups
Number of students in group	24	37	44	43	(total # students = 148)
Number of male students in group	0	1	0	4	--
Residence					
% living in St. Cloud	25%	46%	45%	33%	39%
% living in St. Joseph	17%	8%	27%	44%	26%
% living outside St. Cloud and St. Joseph	58%	46%	27%	23%	36%
average commute in miles 1-way (students living outside of St. Joseph)	22 mi.	12.5 mi.	13 mi.	15 mi.	15 mi.
Present Occupation					
% homemakers as sole occupation	17%	11%	34%	16%	20%
% in business & industry	21%	78%	16%	18%	33%
% in primary/secondary teaching, teacher's aide	33%	0	5%	7%	9%
% in medical profession (mainly nursing)	0	8%	20%	9%	11%
% in church-related occupations (CCD, music director)	21%	0	5%	9%	7%
% working at CSB	0	16%	7%	21%	12%
% working at SJU	4%	8%	2%	2%	4%
Age					
age range	23-53	22-51	20-54	22-65	20-65
average age	36	34	33	35	34

FIGURE 4 (con't)

	Ministry Students	Management Students	Degree Students	Enrichment Students	Average for Students from all groups
Previous college or vo-tech training					
% attending college before CSB C.E.	44%	54%	80%	79%	68%
% attending AVTI's, business colleges, or nursing schools before CSB C.E.	21%	16%	23%	7%	16%
% with bachelor's degree	33%	22%	25%	60%	36%
% with master's degree	4%	3%	2%	16%	7%
How finance schooling					
% using loans and/or grants	21%	3%	25%	0	11%
% getting tuition remission from CSB	4%	8%	2%	14%	7%
% getting tuition remission from SJU	0	8%	2%	5%	4%
% getting reimbursement from employer other than CSB or SJU	0	16%	2%	8%	7%

or coordinator, or music director (21%). The percentage of Degree students who are homemakers (34%) or in the medical/nursing profession (20%) is at least twice the proportion of students in these occupations in the other three categories. Twenty-four percent of the Management students and 23% of the Enrichment students are employed at CSB or SJU compared to 9% of Degree students and 4% of the Ministry students.

About 4/5's of the Degree and Enrichment students have attended college before taking classes through CSB C.E. compared to around 1/2 of the Ministry and Management students. Enrichment students are much more likely to have a bachelor's degree (60%) or even a master's degree (16%) and less likely to have had vocational/technical training (AVTI, business or nursing college) than are students in the other categories.

One question on the Admissions form asks students how they plan to finance their schooling. This question is marked as an optional question and about half of the students left this blank. Many students answered this question by indicating they would use their own and/or their family's finances. However, some students plan to use loans, grants or tuition remission or reimbursement. One-quarter of the Degree students and 1/5 of the Ministry students are getting loans or grants compared to 3% of the Management students and no Enrichment students. Four of the five Ministry students receiving loans or grants are getting this help from their parishes. The Degree students are getting help from programs such as BEOG and GSL. Management students are more likely to be getting help in the form of tuition remission or reimbursement from their employers including CSB (8%), SJU (8%) or an employer other than CSB or SJU (16%). Only 4% of Ministry students are receiving this type of help (all from CSB), and 6% of Degree students (2% CSB, 2% SJU, 2% other employers). However a significant proportion of Enrichment students receive tuition remission or reimbursement especially from CSB (14%) but also from SJU (5%) and other employers (8%).

The above information can be assembled to provide a very general sketch of the typical students in each of these four groups:

Ministry students tend to come from a variety of communities other than St. Cloud or St. Joseph and they may have a fairly long commute to classes. Rather than working in business or industry they tend to have more service-oriented occupations especially in teaching and church-related areas. Very few of them work at CSB or SJU. Less than half have attended college before taking classes through CSB C.E. but a high proportion of those who did attend college earlier have completed a bachelor's degree. Their main source of financial aid is in the form of help from their parishes.

Nearly half of the Management students are from St. Cloud and very few live in St. Joseph. These students are very likely to be employed in business or industry. (It may be that so many students are from St. Cloud because St. Cloud is the business and industrial center for this area and it seems to be mainly women already employed in business/industry who are interested in the Management Certificate). Management students are also more likely than students in other groups to work at CSB or SJU. The Management student has probably had some college coursework or vocational-technical training before taking classes through CSB C.E. but is not very likely to have completed a bachelor's degree. The main source of financial aid for students in this group is tuition remission or reimbursement from their employers.

Degree students tend to live mainly in St. Cloud or St. Joseph. They are likely to give their present occupation as homemaker or nurse (considering the time commitment in working toward a degree, it is not surprising that women choose not to be homemakers and have a job outside the home at the same time they are taking coursework to complete a degree). Relatively few are employed at CSB or SJU. They are very likely to have attended college before taking classes through CSB C.E. and they may have already completed a bachelor's degree. If they have completed a degree already they are now pursuing a second degree in nursing or working on a second major or minor. Most of the students are working toward a 4-year degree and nursing is by far the most popular major followed by HCS, Liberal Studies, Business. A few students are working toward a 2 year degree. Degree students are much more likely than students in other groups to finance their education with loans and grants such as GSL and BEOG. Only a very few Degree student are getting tuition remission or reimbursement from their employer.

Enrichment students often live in St. Joseph, or less frequently, in St. Cloud. They have a variety of occupations but are the likeliest of the four groups to be employed at CSB. They are also the best educated of the four student groups with many of their members having completed a bachelor's degree and some having completed a master's degree. The average age of the students in this group is about the same as that of students in the other three groups. However, older adults returning to school tend to fall into this category. One-eighth of

the Enrichment students are over 55 years of age. (No other category has any members over the age of 55). The main source of financial aid for Enrichment students is tuition remission or reimbursement from their employers.

C. Conclusions

This survey was conceived, executed and analyzed with the idea that the C.E. student is our client, she is the consumer of the services we are offering through the Center for Continuing Education. Therefore, we need to understand who she is and why she is coming to CSB C.E., what services she expects to receive from us and how satisfied she is with what she has been receiving. This information can be compared to what we know about resources available on campus to meet her needs and will aid us in planning the future of the programs offered through C.E.

Who Our C.E. Students Are and Why They Come

Focusing on the C.E. student helps one remember that she has some special characteristics which set her apart from our traditional client, the full-time, 18-22 year old, resident student. The results of the survey and profiles illustrate both the ways the C.E. student is like and the ways she is unlike the traditional student in terms of needs, motivations, preferences, and experiences.

The profiles developed from the admissions forms provide demographic information to describe the C.E. student: more than 95% of the students are women; the age range is 20 to 65, the average age is 34 and over 60% of the women are between the ages of 20 and 35 (about 20% in each of the categories 20 to 25, 26 to 30, and 30 to 35); 2/3's of the students are from St. Cloud or St. Joseph, the other 36% reside in 22 different towns and cities in the area; 1/5 of the students are full-

time homemakers and the rest have a variety of occupations (these often are the more traditionally female and usually lower-paying occupations such as secretary/bookkeeper, teaching, nursing, church-related service such as music director, CCD coordinator); the students who work outside the home are employed by 58 different businesses and institutions within the surrounding communities; about 2/3's of the students have taken college classes before pursuing their current goal through CSB C.E. and 1/3 have bachelor's degrees.

The profile sketched above is a general one for the entire group of C.E. students. As is obvious from the Results section there are various sub-groups, the easiest of which to define are those based on goal the student is pursuing (Certificate in Ministry, Certificate in Management, degree or second major or minor, no specific academic goal - student is taking classes for enrichment). The profiles developed for these 4 groups (Appendix I) do show differences: Management students are much more likely than students from the other groups to be employed in business or industry and to get financial aid in the form of tuition remission or reimbursement; Ministry students are more likely to be in teaching or church-related work and their financial aid most likely comes from their parishes; Degree students are the group most likely to be homemakers; Enrichment students are the best educated, etc.

Just as these groups show demographic differences, they probably also are different in terms of educational needs, expectations and experiences. To date the evidence on this is mostly anecdotal. For example, Certificate in Ministry students seem to want intellectually challenging classes which make them examine themselves and their beliefs, whereas Certificate in Management students want coursework which is applicable and relevant to the real-life business situations they face daily. Both groups want rigor, but of different types.

Some differences in the expectations and experiences of various groups of C.E.students are documented in the survey. For reasons not readily apparent, students taking classes mainly in the Evening (about half of whom are pursuing a Certificate) were much more likely to mention reasons such as intellectual growth/enrichment when asked why they began taking classes through CSB C.E. than were students taking classes mainly during the day (about half of whom are pursuing a degree). Day students were more likely to comment on the personal concern shown by people at CSB when asked what they liked about classes but were also more likely to have had some problem with the Center for C.E. than were Evening students. Continuing, in depth examinations of the needs and experiences of the various sub-groups will go far toward helping us understand the sometimes conflicting messages we receive of who the C.E. student is and what she wants.

C.E. students, as a group, however, are different in many ways from traditional students. Two of the most obvious differences are age and life style - married, children, full-time homemaker or job outside of the home. Because the C.E. student is dealing with different life issues than the traditional student, she has different needs from her college experience. She wants her college experience to be relevant to her daily concerns, especially her occupational goals (19% of the students surveyed said career advancement was one of the reasons they were taking classes; in response to questions on what they liked or disliked about classes, several referred to the relevance/pragmatic value, or lack thereof, in their classwork). The C.E. student brings more life experience with her to the classroom and wants this to be recognized (about 10% of our students have inquired about credit for prior learning, and problems with prior learning credit were mentioned in response to the question on that they disliked about their contacts with C.E.).

About 2/3's of the students included in the profiles had attended college classes before pursuing their current goal through CSB C.E. and 53% had attended some college or university other than CSB. These students with greater college experience probably enter CSB with more defined expectations of what they want from their CSB experience. In the survey only about 8% of the students said they were uncertain/exploring when asked why they began taking classes through CSB C.E.

Since the C.E. student lives faily close to St. Benedict she may have a different view of the College than an 18 year-old whose home is 100 miles away. The C.E. student may go to events at the BAC, attend summer conferences held at CSB, or be in civic groups with CSB faculty or staff. She may see CSB as a community institution in the role of providing public service. This attitude appears in comments made during the survey - "Thank you for offering the program. It's good P.R. for the school" and "Good that people can go part-time and more cheaply than full-time. Nice that it's offered to the community."

C.E. students have 2 major reasons for taking classes at CSB. One reason is to complete an academic goal such as a degree (29% of those surveyed), a Certificate (26%), or achieve/renew teaching certification (6%). The other major reason we have called 'enrichment' and includes motivations such as wanting intellectual challenge or personal growth, or acquiring background in a specific area by taking one or a few courses (47% of the students surveyed mentioned an enrichment reason - Note: students could give more than one answer to this question, so percentages add up to more than 100%). Another reason given by 19% of the students was career advancement (this figure is 25% if we remove students affiliated with CSB/SJU or the Convent from the sample).

In conversations with CSB/SJU faculty and staff, and in dealings with other campus offices (for example, the Registrar's Office) we have come across an assumption that C.E. students are not serious students and/or

take classes as a hobby or diversion from their homemaking role. This is true of some C.E. students. Many students, however, have jobs outside the home (80% according to the admissions forms), are homemakers, and are also working toward a degree or certificate. According to the Results section on barriers faced by students (p. 18) they are managing all this at considerable difficulty for themselves and possibly their families. It seems doubtful they would be doing this if they were not serious about their academic goals. In 1980-81 9 students finished a 2-year or 4-year degree at CSB by taking classes for at least part of the time through C.E. and 3 women finished a Certificate program. This year 9 finished a degree and 5 finished a Certificate.

C.E. students choose to attend CSB because it is convenient for them in terms of location (41%), because they are a CSB/SJU employee or spouse of an employee or are a member of the convent (21%) or because they are familiar with the campus (10%). This indicates there is a pool of people in the surrounding area for whom CSB is convenient and possibly familiar. In addition, students are attracted by specific programs such as the Certificates or the nursing degree (31%), or by a specific class or classes (22%). Apparently these specific programs are meeting specific needs within the community. We may be able to design new programs to meet other needs within the community.

Two other factors which draw students are reputation/quality of CSB (9%) and warm atmosphere/feeling cared about at CSB (11%). The quality of CSB seems especially important to students who have taken more credits at CSB. Twenty-five percent of the students with 41 or more credits versus 2% of students with 0-4 credits said they chose to come to CSB because they felt the classes/instructors were better or more challenging. Students with more credits are also much more likely to be working toward a degree (88% of those

with 41 or more credits versus 13% with 0-4 credits). Quality and a feeling of concern were also mentioned in connection with other topics discussed during the interviews. These factors are very important because they set us apart from our local competition. They can individualize and distinguish our offerings and should be maintained in the C.E. program. An example of this expectation of quality at CSB is in a C.E. course evaluation in which several students were disappointed by the instructor's lack of business experience - "We were let down by the College" noted one woman. "We expected that CSB would have higher standards."

About 1/3 of the students surveyed first found out about taking classes part-time at CSB through word-of-mouth and half of these heard about it from faculty or staff at CSB/SJU. This indicates our formal methods of advertising such as newspaper ads and direct mailings have probably not been sufficiently extensive or effective. It does suggest that faculty and staff can play a valuable role in telling the community about C.E. and should be encouraged to do so and kept informed on C.E. offerings.

There is one group of potential students we have particular difficulty reaching. This is the group of degree-seeking students able to attend classes during the day. In some ways we are best able to serve this group in that they can take advantage of many College services normally open during the day and unavailable to Evening students. They are also better customers, since they tend to take more credits at CSB than Evening students. However, they make up a very small minority of the day-time students (50 out of 1700 plus) and other than the C.E. office we have no services specifically geared to the degree-seeking adult student such as child care, career or academic skills counseling geared to adults, evening or week-end programs through which one can complete a degree. In addition, they take day classes on a space-available basis. These restraints make it difficult to advertise a degree program for adults.

A profile of the "average C.E. student" could be composed from the demographic information in the last column (Average for Students from all groups) in Figure 4, p. 32-33, and from the answers most frequently given to survey questions on reasons for taking classes and for choosing CSB. However, as the previous pages have shown, C.E. students are a diverse group with a range of ages, occupations, reasons for attending college, etc. Therefore, it may be more profitable to view them and work with them as sub-groups of the whole.

The Satisfaction of C.E. Students with Their CSB Experience

The results of the survey indicate that while C.E. students are fairly satisfied with their experiences, there are problem areas we have identified that could be strengthened.

Nearly all the students we interviewed discussed many things they liked about CSB classes, with only 3% responding "nothing". There were fewer comments on what they disliked, the most frequent answer (28%) being "nothing". Instructors played a large role in how students felt about classes. Sixty-six percent discussed instructors in response to what they liked and 16% in response to what they disliked. According to their comments, C.E. students expect both competence and an understanding of their needs from the instructor. Another important area to C.E. students is the relevance of what they are learning. Many specifically choose to attend college classes because they want to gain knowledge, especially pragmantic knowledge, and 31% of those surveyed mentioned this as something they liked about classes at CSB. Five percent found classes uninformative or unsuitable. The concern over instructors and knowledge gained are highlighted in two documents not a part of the C.E. student survey, but a part of the overall evaluation process we have been conducting this year. From a group consensus evaluation done by Dave Leitzman of a Certificate in Management class:

> Most students expressed disappointment in the instructor's apparent lack of business experience. All affirmed his strong potential as a teacher, noting that it was exciting to see him grow into his role as the course developed. Yet there was a very strong feeling that the information and skills offered to them were not tested in the "real working world." . . . "Maybe _____ would be selected to teach undergraduates, but we have to use the ideas and activities of the course in our work. How do we know that what we learned here will work?". . . The older students were more vocal about this issue than the two younger college age students. They were also more aware of the cost of the course, suggesting that "we want the best for our money." . . . The issue of the instructor's overall credibility as a _____ professional was strongly supported by all the older students. Their strong advice for improvement in this regard was to find an instructor who was working as a _____ professional and who was able to teach to offer the course, or drop it from the program.

From the notes of a March 1982 meeting held with Certificate in Ministry students:

> Students pointed out that it is very important for instructors to present concrete objectives and expectations of the course being taught. _____ said that she had taken three courses in the Ministry Program. Her first course was an excellent course. It was challenging, structured, and gave her a sense of direction in terms of what was expected of her as a student. The last two courses she felt were very easy, offered no real challenge. She felt she could have learned simply by reading the material being studied.

The issues of instructor quality and value of knowledge gained may be more critical in dealing with Evening students than Day students because of differences in class attendance and affiliation to the College. Day students, especially those seeking a degree, enter CSB expecting a long-term relationship with the College. They will need to take many classes to meet their goal, and on the average they take slightly more credits per semester (averaged over 6 semester - Day students 5.6 credits and Evening students 4.2 credits). Because they attend during the day they probably meet more CSB staff, faculty and students, may go to more non-class events and make better use of College services. In addition, Degree-seeking (mainly Day) students are more likely to have attended college before coming to CSB than Certificate (mainly Evening) students. All of this suggest that Day students may be less likely to quit taking classes when one class does not live up to their expectations than will Evening students who have less knowledge of and less associa-

tion with the College, and less commitment to their goal. Day students may be more likely to leave when they complete or change their goal, when other commitments become more pressing, or if their assessment of their overall experiences at CSB is negative.

In a very simple analogy, Day students may be like people shopping at a particular grocery store who do not quit patronizing that store because one week they buy a package of fruit which turns out to be spoiled. Evening students may be more like people shopping for major household appliances who stop patronizing a particular appliance store when one of the 3 appliances they purchase that year turns out to be a lemon.

Some preliminary support for this hypothesis may be found in a study on the drop-out rate from C.E. sponsored evening classes. Although we have just begun asking evening faculty to give us written student evaluations of their courses, in previous semesters we often elicited feedback about courses in casual conversations with the students. We generally found out if a course was especially unpopular. For five such evening Certificate classes from the last three years the drop-out rate, defined as % of students enrolled in that class who did not take any class at CSB the next semester, averaged 80%. Other evening Certificate classes offered during the same time period had an average drop-out rate of 43%. (Two of the five problem classes were scheduled by the EBA department and C.E. students were in the minority making up 10% or less of the class. This supports the survey finding that many adult students prefer to be in classes with other adults.) To be meaningful we have to compare these data to similar data for Day students. Because Day students enroll in a very large number of different classes we have not evaluated the popularity of these classes and computed drop-out rates. Regardless of the comparison to Day students, evening classes which do not meet expectations appear to have an effect on the drop-out rate.

At this point the hypothesis requires more evidence and indicates a real need to continue studying and attempting to understand our different groups of C.E. students. We may need to see them as groups of clients for whom different aspects of our service are most critical.

C.E. students are also sensitive to the atmosphere at the College and this influences their feelings about classes. Twenty-seven percent of those surveyed mentioned warm spirit of classes/community as something liked about classes and 19% mentioned personal concern shown by people at CSB (27% of Day versus 12% of Evening gave this response supporting the earlier hypothesis that Day students may know more people at CSB and feel more affiliated with the College). Only 1 person mentioned unfriendly atmosphere as something she disliked about classes. However, 12 people suggested that they did not feel like a part of the College (faculty not familiar with C.E. and C.E. students' needs, instructors in C.E. classes not as high quality as in regular classes, school not relevant to real life). C.E. students distinguish and appreciate the warm, personal atmosphere of CSB and want to be recognized and included as a part of this community.

C.E. students also appreciated scheduling adjustments made for them. Fifteen people specifically praised the once-a-week evening classes and 4 people the 3-hour class period. However, 12% of the Day students disliked the 6-day class schedule which often acts as a barrier to women wanting or needing to hold a job while attending day classes. Few people have work schedules flexible enough to accommodate the weekly change in class days resulting from the 6-day cycle.

It is important to note some of the other aspects of classes at CSB which were especially appreciated, such as lower tuition for C.E. students (14% of Day and 2% of Evening students), small class size (25% of all surveyed) and classes with other adults (19% of Evening and 0 Day; only Evening students are in classes composed mainly of other adults).

It is also worth repeating here what was pointed out in Results on p. 15. Some of the qualities about classes important to C.E. students would be important to any student, C.E. or traditional. Some qualities are of particular concern to C.E. students, such as evening classes, classes with other adults, relevance to daily life, opportunity for class discussion, and sharing of life experience.

C.E. students were quite satisfied with their contacts with the Center for C.E. Eighty percent said there was nothing they disliked. The C.E. staff were described as helpful/informative (mentioned by 68% of those surveyed), friendly (48%) and available (14%). In addition, students appreciated the ease of registration (20%) and being kept in contact with and well-informed (23%). Only 3% reported problems with registration, 1% problems with billing, and 8% problems with receiving inadequate information. Four percent felt the staff was uninformed/unhelpful.

These results describe one of the strongest parts of the CSB C.E. program which is the centering of registration and advising in one office. Problems with registration and advising, especially the necessity of visiting several offices and waiting in long lines, can be potential barriers to adult students. Unfriendly staff and offices open only during the day also intimidate and discourage adults making their first trip to campus. CSB C.E. students need only visit one office to register, check on billing, and get preliminary advising. Students may register by mail and phone as well as in person. Evening students may make evening appointments for advising and there is a work study student in the office most evenings who can sell textbooks, take payments and answer routine questions. The C.E. office handles much of the routine business for Evening C.E. students, which may be why none of the students surveyed mentioned college offices closed in the evenings as a problem.

The results of the survey indicate the C.E. office is doing well but

that there is room for improvement, especially in the areas of supplying the C.E. student with information, and in helping students apply for prior learning credit.

Barriers and Why Students Drop Out

Examining the barriers C.E. students face in attending classes allows one to put in perspective the high drop out rate of C.E. students compared to traditional students, to understand factors contributing to this high drop out rate, and to gain insight into C.E. student satisfaction with College offerings.

The drop-out rate of C.E. students will be defined as the percent of students taking classes one semester who do not enroll for classes the following semester. A common phenomenon in adult education is the "stop-out" and the return rate of C.E. students will be defined as the percent of dropouts who return to classes at CSB at a later semester. The drop-out and return rates were calculated and averaged for C.E. students from Fall 1979 to Fall 1981. The averaged drop-out rate is 56% and the return rate is 17%. For Day students these rates are 52% and 12% and for Evening students, 60% and 22%.

Obviously there are many reasons why students drop out other than dissatisfaction with classes or the College. Each semester a few students complete their academic goal - degree, certificate, second major or minor. Twenty-nine percent of the students filling out admissions forms did not have a specific academic goal and were categorized as Enrichment students. Very likely these students take one or a few courses of particular interest and "drop out" after completing them. Then there is a category of students who change their goals, put off going to school because other commitments are more pressing, or feel they no longer want or, perhaps, can afford classes. Responses to the survey question "Was there anything that made it difficult for you to attend classes?" show that factors such

as conflicts between college classes and family responsibilities or job responsibilities must force some students to postpone, change, or abandon their goals. In response to the follow-up question "How did you deal with this problem?" 8 people said they had quit or dropped classes.

Often the conflict between classes and family or job involved time and/or scheduling. About forty percent of our students are in the age range 26-35, the prime time for child rearing. Many also have a job outside of the home. Any planning for C.E. students must take this extraordinary "busyness" into account since C.E. students, more than traditional students, are unable to tolerate procedures or classwork which waste time. C.E. students appreciate once a week evening classes, instructors who hand out copies of assigned readings rather than putting the materials on reserve at the library, and being able to handle all their business by one visit to one office. In spring 1982 an English 105 class was scheduled on Monday and Wednesday evenings from 7:00 to 8:30 p.m. We heard from 4 C.E. students who wanted to take the class but could not fit two nights a week into their schedules.

Scheduling of classes, as well as "busyness", is a problem. However, in analyzing the comments and suggestions from the survey, no particular scheduling problem or solution can be isolated. C.E. students have a variety of schedules and no one pattern of class scheduling is going to fit all of them. One message is clear - many students appreciate the evening classes and would like more.

Some suggestions made by students in connection with "busyness", class and family/job conflicts, and scheduling do deserve further consideration. Child care facilities on or near the CSB campus would definitely benefit a number of our students (4 people in the survey requested campus child care facilities, and this may well be a barrier which prevents women from even considering attending College). Any plans to organize such facilities

for the benefit of CSB faculty and staff should include the needs of C.E. students. (Presently we offer C.E. students a list of full-time students who do babysitting.) Some students suggested shortening the semester, or having Spring semester begin later to avoid bad winter weather. Tampering with the length of the semester is not realistic, but offering more coursework in the form of 1 or 2 credit mods might accomplish the same thing. Other suggestions include: offering classes at off-campus locations more convenient for people living at a distance; providing commuter vans, to St. Cloud for example; arranging ride-sharing.

A different type of barrier is the lack of personal support from family, friends, or the College community. Only a few people in the survey alluded to a need for support. Seven people admitted to a fear of failing when they returned to school, and two to worries over poor preparation for College. As noted earlier, 12 people commented on not feeling a part of the College when discussing what they disliked about classes. The few references to this barrier does not mean it does not exist, since lack of personal support is difficult to admit to others. However, it is hard to determine just how serious the problem is. That four students surveyed suggested the formation of a support group hints that it bothers some people. Further, suggestions of this problem come out in private discussions C.E. staff have with students. An example is the situation of a woman of about 30 who signed up for her first college class, an English course, in the Fall of 1980. We saw her 3 to 4 times early in the semester and she expressed pleasure and delight with the class. About half way through the semester she dropped the class. Her explanation was that her husband felt she should be home all of the time so that she would not be taking any time away from her children.

The College can not substitute for a lack of family support. We can, however, work at making C.E. students feel welcome and a part of the campus community. Presently the C.E. office is encouraging the formation

of a C.E. student support group. We will also continue to be understanding and supportive to C.E. students who come to see us. (At this point, I must make special mention of Maria. Comments from the survey and from students during the past 2 years make it very clear that she is doing an outstanding job of listening to, helping, and encouraging our students). C.E. students also need, and may receive, this kind of support from their classes and from campus offices other than the Center for C.E.

The personal reasons for leaving school such as job or family conflicts and lack of support interface with institutional reasons such as cost, classes which do not meet needs, poor instructors, classes scheduled at inconvenient times, inadequate counseling or advising. The high drop-out rate from several Evening classes discussed above certainly indicates that institutional barriers or problems influence a student's decision to leave. The challenge is to continue trying to understand what factors in the institutional setting act as barriers and how much of a role these play in discouraging C.E. students. Some of the barriers or reasons why students drop out (and possibly never even attempt to enroll in College coursework in the first place) we can do something about. Others we can do very little or nothing about, but we must continue exploring the problems and experimenting with possible solutions.

The C.E. student is unlikely to be St. Benedict's major client in the forseeable future. Presently we are averaging about 100 plus C.E. students a semester compared to 1700 plus full-time students. However, this number does represent increases in C.E. enrollment for credit classes of 10-15% each year over the last 2 years. In spite of inconveniences and barriers, adult students are coming to CSB in increasing numbers to take classes, and as such, are part of the national trend in increased adult enrollments. These increases could help to soften the projected enrollment declines among full-time students. Since C.E. has

been a minor operation of the College, we do not yet know the reasonable limits to the growth of C.E. if we actively worked to remove those barriers to C.E. students which we can control. Obviously CSB is and can continue to help meet community needs for adult education. Further, our increased contact with adult students means increased contact with businesses and institutions in the surrounding communities. If the adult students are pleased with their experiences at CSB, this can only help the College gain community support. For all these reasons, and for sound pedagogical or andragogical (defined by Malcolm Knowles as "the art and science of helping adults learn")[1] reasons, we will need to continue work toward developing classes and services which meet the specific needs of adult students.

[1] Malcolm S. Knowles, The Modern Practice of Adult Education, (New York, Association Press, 1970), p.38.

APPENDIX A

Marketing/Consumer Satisfaction Survey

I Purpose of survey: find out information to help us attract and retain part-time adult learners - need information to answer 5 broad questions.

A. What kinds of people are likely to make use of CSB C.E.
B. Why do students drop out
C. What are the strong selling points of our program and what are its weakness (which we might be able to change).
D. What new types of offerings might attract new students.
E. How do we reach potential students to tell them about us.
F. What is the image of CSB in the community.

II Specific information we need to answer the above question - plus possible ways we may get this information (students = anyone who has taken a credit course since Fall 1979, General Public = Women in surrounding communities who have not attended our classes).

(A) 1. Who is presently making use of our program (may tell us what type of people to aim for in marketing)
   a. Profile of students (average age, residence, occupation, previous college experience, work experience).
   We can make profiles on current: 1) Cert. of Ministry students 2) Cert. in Management for women students 3) degree students 4) "Other"(learning for its own sake?). This information can be gathered from Admission Forms in use for the last year.

(A) 2. Why are our students coming to school - what is their goal: a certificate, a degree, learning for its own sake
   a. Some students will have given this information on their Admission Form.
   b. This question can be asked in the telephone interviews with students

(A,C,F) 3. Why did our students choose to come to CSB?
   a. This question can be asked in the telephone interviews with students

(E) 4. How did our students find out about CSB and its offerings?
   a. This question can be asked in the telephone interviews with students

(B) 5. Why do students drop out. (non-persisters = Students who enrolled in classes during the past 2 years, are not presently enrolled, but have not finished a certificate, degree or switched to full-time at CSB).
   a. Preliminary data from conversations with students for last 2 semesters who have dropped out

b. Questions to ask non-persisters during the telephone interviews
   1) "What made you decide to stop taking classes at CSB?
   2) "What were the barriers which made it difficult for you to attend classes. Which one was the worst."

(C) 6. What are the strengths and weaknesses of the CSB C.E. program
   a. Preliminary information from conversation with students during the last year
   b. Questions to ask during the telephone interviews with students
      1) "What did you like about CSB classes and the Continuing Education program."
      2) "What did you dislike about CSB classes and the Continuing Education program."
      -class content and instructors
      -orientation and advising
      -registration and billing
      -scheduling of classes
      -other students
      -student services
      -other

(A,B,C) 7. What barriers do students need to overcome in order to take classes
   a. Persisters as well as non-persisters can be asked this question in telephone interviews with students
   b. This question can be asked in interviews/questionnaires of general public (for example - time of day, evening)

(C) 8. Have students benefitted from classwork taken at CSB?
   a. Ask this question in telephone interviews with students

(D) 9. What new types of courses or programs would attract new students?
   a. Ask non-persisters during telephone interview
      "What types of courses or programs would draw you back to CSB."
   b. Ask question of general public in telephone interviews
      If you were to return to college - what types of courses and programs are you looking for?
   c. Ask more detailed questions on educational needs in questionnaires given to the general public

(A) 10. What kinds of people (in general public) are interested in going back to college)
   a. Ask questions in interviews/questionnaire to general public on: age, occupation, residence

(A) 11. How many people (in general public) are intending to return to college
a. Ask questions on intent to enroll

(C,F) 12. What does general public know and think about CSB Cont. Ed.

(E) 13. Where does general public find out information on college classes and program

NON-PERSISTERS

INTRODUCTION

Hello, may I speak to (student's name)

(student's name) this is (intern's name). I am working at the College of St. Benedict and I am doing a survey for the Center for Continuing Education at the college. Could you suggest a time when I could call you and talk with you for about twenty minutes.

Now is a good time? Fine. I would like to get your response to some questions.

SURVEY

1. According to our records you began taking classes part-time at the College of St. Benedict during _____semester of 19____. Why did you start taking classes part-time at St. Benedict's?

Oh, so your goal was to _____.

2A. Have you reached this goal?

2B. (If answer to 2A. is no) Are you still working towards this goal, or have you stopped working towards this goal?

3A. I see. At the present time are you planning on taking any classes at the College of St. Benedict during 1982?

3B. (If the answer to 3A. is yes) Can you tell me more specifically what these classes will be?

4. What is your impression of the College of St. Benedict?

So you feel St. Benedict's is_____.

5. More specifically, why did you choose St. Benedict's as the place at which you would take classes?

So you chose St. Benedicts because_____

6.7 Why did you decide to stop taking classes at St. Benedicts?

9.6 How did you first find out about taking classes part-time at St. Benedict's? (Or, if she has already told you this) So you first found out about taking classes part-time at St. Benedict's through_____

8. What did you like best about the classes at St. Benedict's?

Would you care to comment on what you liked best about the instructors.

And how about the content of the classes?

Other students?

Scheduling of classes?

9. What did you like best about your dealings with the Center for Continuing Education?

Can you say what you liked best about the advising?

How about the registration for classes?

And billing?

10. Now, what did you dislike about the classes at St. Benedict's?

Would you care to comment on what you disliked about the instructors?

And about the content of the classes?

Other students?

Scheduling of classes?

11. What did you dislike about your dealings with the Center for Continuing Education?

How about advising. Was there anything you disliked about advising.

How about registration.

How about billing?

12A. What made it difficult for you to attend classes?

Was the time commitment a problem?

Were there conflicts with family responsibilities?

Were there conflicts with job responsibilities?

Was the location of the campus a problem?

Was the lack of support from others a problem?

12B. So these were the factors [redacted] which made if difficult for you to attend classes. Which of these was the worst [redacted]?

13. How have you benefitted from taking classes at the College of St. Benedict?

14. If you were to go back to college, what types of courses or programs would draw you back to the College of St. Benedict?

CURRENT

APPENDIX C

Hello, my name is_____and I am working for the College of St. Benedict. May I speak to_____. (Hello_____, this is_____.) I am working at the College of St. Benedict and I am doing a brief survey for the Center for Continuing Education at the college. I would like to get your response to some questions. Would you have a few moments to share your experiences about the program with me? (Could I call at another time? When would be a better time?) The information we get from these telephone interviews will be used by the college to help evaluate and develop its Continuing Education program. We would appreciate your frank and honest responses to these questions. Your answers will be kept confidential.

(If asked for more information: The Center for Continuing Education is conducting an evaluation of its program and wants feedback from some of its current and former students on their impressions of the classes and the programs. The Center will use this information to help it plan and develop its program in the future.)

1. According to our records you began taking credit classes part-time at the College of St. Benedict during_____semester of_____. Is that correct? What was your purpose when you began taking classes here at that time?

(Oh, so your goal was to_____.)

2. Have you reached this goal? (If answer is yes, skip to question #6.)

3. (If answer to 2 is no) Are you still working toward this goal, or have you stopped working towards this goal?

4. Will you be taking classes at St. Benedict's during the coming year?

5. (If answer to 4 is no) Why have you decided to stop taking classes at St. Benedicts?

6. Why did you chose St. Benedict's as the place at which you would take classes?

7. How did you first find out about taking classes part-time at St. Benedict's (Or, if she has already told you this, So you first found out about taking classes part-time at St. Benedict's through_____.)

8. What do you like about the classes at St. Benedict's?

9. So, you like_____. Which do you like the most?

10. What do you like about your contacts with the Center for Continuing Education?

11. So, you like_____ about your contacts with Continuing Education. Which do you like the most?

12. What do you dislike about the classes at St. Benedict's?

13. So, you dislike_____ about the classes at St. Benedict's? Which do you dislike most?

14. What do you dislike about your contacts with the Center for Continuing Education?

15. So, you dislike_____ about your contacts with C.E.? Which do you dislike most?

16. Is there anything that makes it difficult for you to attend classes? (Any other difficulties?)

17. Which one of these seems to make it most difficult to attend class?

18. How do you deal with this problem?

19. What could St. Benedict's do to help students with this problem?

20. Is there anything else you would like to add about your experiences in Continuing Education?

(Other courses, other programs)

(Things that would support you in your work?)

(Ways in which you would be more challenged?)

Thank you very much for your time.

FORMER

APPENDIX C (CONT.)

Hello, my name is _____ and I am working for the College of St. Benedict. May I speak to _____. (Hello_____, this is_____.) I am working at the College of St. Benedict and I am doing a brief survey for the Center for Continuing Education at the college. I would like to get your responses to some questions. Would you have a few moments to share your experiences about the program with me? (Could I call at another time? When would be a better time?) The information we get from these telephone interviews will be used by the college to help evaluate and develop its Continuing Education program. We would appreciate your frank and honest responses to these questions. Your answers will be kept confidential.

(If asked for more information: The Center for Continuing Education is conducting an evaluation of its program and wants feedback from some of its current and former students on their impressions of the classes and the programs. The Center will use this information to help it plan and develop its program in the future.)

1. According to our records you began taking credit classes part-time at the College of St. Benedict during_____semester of_____. Is that correct? What was your purpose when you began taking classes here at that time?

(Oh, so your goal was to_____)

2. Have you reached this goal? (If answer is yes, skip to question #6)

3. (If answer to 2 is no) Are you still working toward this goal, or have you stopped working towards this goal?

4. Will you be taking classes at St. Benedict's during the coming year?

5. (If answer to 4 is no) Why have you decided to stop taking classes at St. Benedict's?

6. Why did you chose St. Benedict's as the place at which you would take classes?

7. How did you first find out about taking classes part-time at St. Benedict's (Or, if she has already told you this, So you first found out about taking classes part-time at St. Benedict's through_____.)

8. What did you like about the classes at St. Benedict's?

9. So, you liked_____. Which did you like most?

10. What did you like about your contacts with the Center for Continuing Education?

11. So, you liked_____about your contacts with Continuing Education. Which did you like the most?

12. What did you dislike about the classes at St. Benedict's?

13. So, you disliked_____about classes at St. Benedicts. Which did you dislike most?

14. What did you dislike about your contacts with the Center for Continuing Education?

15. So, you disliked_____about your contacts with Continuing Education Staff. Which did you dislike most?

16. Was there anything that made it difficult for you to attend classes? (Any other difficulties).

17. Which of these seemed to make it most difficult to attend class?

18. How did you deal with this problem?

19. What could St. Benedict's do to help students with this problem?

20. Is these anything else you would like to add about your experiences in Continuing Education?

(Other courses, other programs)

(Things that would support you in your work?)

(Ways in which you would be more challenged?)

Thank you very much for your time.

APPENDIX D

ANSWER SHEET

_____ Code number

_____ Date interviewed

(1) What was purpose (more than 1)

Academic goals

1. degree
2. Certificate in Ministry
3. Certificate in Management
4. achieve teaching certification
5. renew teaching certification
6. take courses required by convent
7. get second major
8. other academic goal (WRITE OUT)

Life-oriented goals

9. career advancement (promotion, etc.)
10. intellectual growth, enrichment
11. improve personal skills, acquire background in a specific area
12. other life goals (WRITE OUT)

13. Uncertain, exploring

14. Other (WRITE OUT)

(2) Reached goal

15. a. Yes and no longer taking classes at CSB
    b. No and no longer taking classes at CSB
    c. Yes but is still taking classes at CSB (to reach new goal)
    d. No and is still taking classes at CSB
    e. Other (WRITE OUT)

(3) Still working toward goal (1 answer)

16. a. Still working
    b. Stopped working
    c. Temporarily stopped working but will continue
    d. Other (WRITE OUT)

(4) Classes at CSB during next year (1 answer)

17. a. Yes
    b. No
    c. Uncertain

(5) Why stopped taking classes (more than 1)

18. a. Cost, financial problems
    b. Classes didn't meet needs or expectations
    c. Lost interest, or changed interests or goals
    d. Time commitment for classes too great, other obligations
    e. Other (WRITE OUT)

(6) Why chose CSB (more than 1)

Convenience

19. Proximity to campus
20. Fringe benefit of CSB/SJU (employee or spouse)
21. Joined convent/member of convent
22. Low or reasonable cost
23. Other - convenience (WRITE OUT)

Quality

24. Offering specific classes they wanted
25. Offering specific degree or certificate programs
26. Classes or instructors better, more challenging
27. Other - quality (WRITE OUT)

Atmosphere, Personal

28. Recommended by someone else
29. Former student at CSB - familiar with campus
30. Felt cared about here, atmosphere of warmth
31. Other - atmosphere, personal (WRITE OUT)

(7) How found out about CSB C.E. (more than 1)

Word of mouth

33. From faculty or staff member at CSB/SJU
34. From a friend, relative, acquaintance (other than 33 or 35)
35. From someone who was/is a student at CSB

Exposure to campus

36. Former student at CSB/SJU
37. Employee or member of family is employee at CSB/SJU
38. Member of convent
39. Had attended workshops
40. Other - exposure to campus (WRITE OUT)

Response to advertising

41. Through mailings sent out by Cont. Ed.
42. Through advertising in newspaper
43. Other types of advertising (WRITE OUT)

44. Other (WRITE OUT)

(8) What like about classes (more than 1)

Class Content
45. Classes challenging, interesting
46. Good instructors
47. Good media, textbooks, library, equipment
48. Knowledge that gained from classes, personal learning
49. Other - class content (WRITE OUT)

Convenience
50. Scheduling of classes
51. Proximity to campus, location
52. Other - convenience (WRITE OUT)
53. Cost - lower than going full-time at CSB

Atmosphere
54. small class size
55. classes with other adults
56. classes with traditional aged students
57. classes with mix of adults and traditional aged students
58. warm spirit of classes, community
59. personal concern shown by CSB employees
60. Other - atmosphere (WRITE OUT)

61. Nothing

62. Other (WRITE OUT)

(9) What like most about classes (1 answer)

_____
(write out number from question 8)

(10) What like about C.E. (more than 1)

Staff
63. Staff friendly, concerned, personal
64. Staff helpful, informative
65. Staff always available
66. Other - staff (WRITE OUT)

Procedure
67. Ease of registration
68. Keep students well-informed, keep in contact with students
69. Other - procedures (WRITE OUT)

70. Little contact with Center, no comment

71. Nothing

72. Other (WRITE OUT)

(11) What like most about C.E. (1 answer)

_____
(Write number from question 10)

(12) What dislike about classes (more than 1)

Class content

73. Classes boring, uninformative, unchallenging
74. Poor instructor
75. Poor media, text books, library, equipment
76. Classes too difficult
77. Other - class content (WRITE OUT)

Inconvenience

78. Cost
79. Location of campus travel distance
80. 6-day class cycle
81. Scheduling of classes (too early, late, wrong time of day)
82. Changes in classes or instructors scheduled (reliability)
83. Other - inconvenience (WRITE OUT)

Atmosphere

84. Class size too large
85. Presence of traditional aged students in class
86. Feeling older than most students, feeling out of place
87. Unfriendly atmosphere, lack of warmth
88. Other - atmosphere (WRITE OUT)

89. Nothing

90. Other (WRITE OUT)

(13) What dislike most about classes (1 answer)

_____
(write number from question 12)

(14) What dislike about C.E. (more than 1)

Staff

91. Staff unfriendly
92. Staff uninformed, unhelpful, advising inadequate
93. Staff not available when needed
94. Other - Staff (WRITE OUT)

Procedures

95. Problems with registration procedures
96. Problems with billing procedures
97. Received inadequate information about classes, schedules
98. Other - procedures (WRITE OUT)

99. Little contact with center, no comment

100. Nothing

101. Other (WRITE OUT)

(15) What dislike most about C.E.

_____
(write number from question 14)

(16) Anything that made it difficult (more than 1)

Convenience

102. Costs, finances
103. Conflicts with family responsibilities
104. Conflicts with job responsibilities
105. Weather
106. Location of campus, transportation problems
107. Scheduling of classes
108. Too busy, time constraints
109. Other - external (WRITE OUT)

Personal

110. Lack of support from family
111. Lack of support from friends, colleagues at work
112. Poor preparation in previous schooling, inadequate study skills
113. Rear of failing, fear of returning to school
114. Other - personal (WRITE OUT)

115. Nothing

116. Other (WRITE OUT)

(17) What made it most difficult (1 answer)

_____
(write number from question 16)

(18) How deal with problems

(19) What could CSB do

(20) Anything else (other comments)

117. a. Mainly took classes during the day
b. Mainly took classes during the evening
c. can't determine, missing data

118. a. Current student - took class during Fall 1981
b. Former student - did not take class during Fall 1981

119. Year began taking credit classes at CSB
a. Current year - 1981-82
b. Last year - 1980-81
c. Two year's ago - 1979-80
d. Three or more years ago - before 1979-80
e. missing data

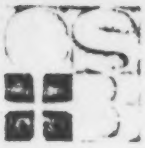
120. Approximate number of credits taken at CSB through C.E.
a. 0-4 (0 if dropped only class)
b. 5-12
c. 13-24
d. 25-40 (included incompletes but not audits in
e. 41 or more counting up total credits)

121. a. Completed certificate (in Mgmt.) - by Jan. 82
b. Completed degree through C.E. - by Jan. 82
c. switched to full-time status
d. none of the above
e. missing data

122. a. tuition remission through CSB or SJU (employee or spouse)
b. member of the Convent of St. Benedict
c. none of the above
d. missing data

(C.E. interpretation)
123. a. persister (completed degree or certificate, switched to full-time, or is still taking classes)
b. non-persisters (none of the above)
c. uncertain

APPENDIX E



COLLEGE OF SAINT BENEDICT | ST. JOSEPH, MINNESOTA 56374

WE NEED YOUR HELP

The Center for Continuing Education at the College of St. Benedict needs your help in evaluating its program.

A person from the school will telephone you within the next few weeks to ask you some questions. The questions will ask for your impressions of the classes at St. Benedicts and the Continuing Education program.

We would appreciate your frank and honest responses to these questions. Your answers will be kept confidential and your feedback will help us in developing our program for the future.

Thank you,

Susan Lindoo

Susan Lindoo, Coordinator
Continuing Education

APPENDIX F

ANSWER SHEET

Code number _____ Date interviewed _____

A = percent of total students (106) giving this answer

B = percent of total students (106) giving this as most important (most liked, most disliked, most difficult)

(1) What was purpose (more than 1)

A %		
	Academic goals	
29	1. degree	
8	2. Certificate in Ministry	
18	3. Certificate in Management	
4	4. achieve teaching certification	
2	5. renew teaching certification	
2	6. take courses required by convent	
0	7. get second major	
2	8. other academic goal (WRITE OUT)	
	Life-oriented goals	
19	9. career advancement (promotion, etc.)	
28	10. intellectual growth, enrichment	
18	11. improve personal skills, acquire background in a specific area	
1	12. other life goals (WRITE OUT)	
8	13. Uncertain, exploring	
2	14. Other (WRITE OUT)	

(2) Reached goal

26	15. a. Yes and no longer taking classes at CSB
23	b. No and no longer taking classes at CSB
17	c. Yes but is still taking classes at CSB (to reach new goal)
33	d. No and is still taking classes at CSB
1	e. Other (WRITE OUT)

(3) Still working toward goal (1 answer)

45	16. a. Still working
10	b. Stopped working
15	c. Temporarily stopped working but will continue
1	d. Other (WRITE OUT)

(4) Classes at CSB during next year (1 answer)

42	17. a. Yes
24	b. No
26	c. Uncertain

(5) Why stopped taking classes (more than 1)

2	18. a. Cost, financial problems
6	b. Classes didn't meet needs or expectations
5	c. Lost interest, or changed interests or goals
9	d. Time commitment for classes too great, other obligations
9	e. Other (WRITE OUT)

(6) A

Why chose CSB (more than 1)

%	
	Convenience
41	19. Proximity to campus
16	20. Fringe benefit of CSB/SJU (employee or spouse)
5	21. Joined convent/member of convent
5	22. Low or reasonable cost
4	23. Other - convenience (WRITE OUT)
	Quality
22	24. Offering specific classes they wanted
31	25. Offering specific degree or certificate programs
9	26. Classes or instructors better, more challenging
8	27. Other - quality (WRITE OUT)
	Atmosphere, Personal
10	28. Recommended by someone else
10	29. Former student at CSB - familiar with campus
11	30. Felt cared about here, atmosphere of warmth
3	31. Other - atmosphere, personal (WRITE OUT)
3	32. Other (WRITE OUT)

(7) How found out about CSB C.E. (more than 1)

	Word of mouth
15	33. From faculty or staff member at CSB/SJU
18	34. From a friend, relative, acquaintance (other than 33 or 35)
3	35. From someone who was/is a student at CSB
	Exposure to campus
10	36. Former student at CSB/SJU
13	37. Employee or member of family is employee at CSB/SJU
7	38. Member of convent
3	39. Had attended workshops
5	40. Other - exposure to campus (WRITE OUT)
	Response to advertising
17	41. Through mailings sent out by Cont. Ed.
15	42. Through advertising in newspaper
1	43. Other types of advertising (WRITE OUT)
16	44. Other (WRITE OUT)

A %	B %	(8) What like about classes (more than 1)
		Class Content
35	8	45. Classes challenging, interesting
66	28	46. Good instructors
13	2	47. Good media, textbooks, library, equipment
31	14	48. Knowledge that gained from classes, personal learning
9	2	49. Other - class content (WRITE OUT)
		Convenience
33	8	50. Scheduling of classes
15	2	51. Proximity to campus, location
7	1	52. Other - convenience (WRITE OUT)
8	0	53. Cost - lower than going full-time at CSB
		Atmosphere
25	3	54. small class size
10	6	55. classes with other adults
4	1	56. classes with traditional aged students
6	0	57. classes with mix of adults and traditional aged students
27	9	58. warm spirit of classes, community
19	7	59. personal concern shown by CSB employees
10	4	60. Other - atmosphere (WRITE OUT)
3	0	61. Nothing
3	1	62. Other (WRITE OUT)

(9) What like most about classes (1 answer)

_____

(write out number from question 8)

		(10) What like about C.E. (more than 1)
		Staff
48	30	63. Staff friendly, concerned, personal
68	42	64. Staff helpful, informative
14	2	65. Staff always available
12	5	66. Other - staff (WRITE OUT)
		Procedure
20	8	67. Ease of registration
23	8	68. Keep students well-informed, keep in contact with students
3	2	69. Other - procedures (WRITE OUT)
11	1	70. Little contact with Center, no comment
2	0	71. Nothing
10	3	72. Other (WRITE OUT)

(11) What like most about C.E. (1 answer)

_____

(Write number from question 10)

A %	B %	
		(12) What dislike about classes (more than 1)
		Class content
5	2	73. Classes boring, uninformative, unchallenging
16	8	74. Poor instructor
6	3	75. Poor media, text books, library, equipment
9	5	76. Classes too difficult
16	8	77. Other - class content (WRITE OUT)
		Inconvenience
8	5	78. Cost
7	3	79. Location of campus travel distance
6	4	80. 6-day class cycle
10	6	81. Scheduling of classes (too early, late, wrong time of day)
4	2	82. Changes in classes or instructors scheduled (reliability)
8	3	83. Other - inconvenience (WRITE OUT)
		Atmosphere
7	2	84. Class size too large
6	3	85. Presence of traditional aged students in class
7	3	86. Feeling older than most students, feeling out of place
1	0	87. Unfriendly atmosphere, lack of warmth
6	3	88. Other - atmosphere (WRITE OUT)
28	0	89. Nothing
8	5	90. Other (WRITE OUT)

(13) What dislike most about classes (1 answer)

_____

(write number from question 12)

		(14) What dislike about C.E. (more than 1)
		Staff
0	0	91. Staff unfriendly
4	4	92. Staff uninformed, unhelpful, advising inadequate
0	0	93. Staff not available when needed
3	2	94. Other - Staff (WRITE OUT)
		Procedures
3	1	95. Problems with registration procedures
1	1	96. Problems with billing procedures
8	4	97. Received inadequate information about classes, schedules
5	5	98. Other - procedures (WRITE OUT)
4	0	99. Little contact with center, no comment
80	0	100. Nothing
1	1	101. Other (WRITE OUT)

(15) What dislike most about C.E.

_____

(write number from question 14)

A	B	
(16) Anything that made it difficult (more than 1)		
%	%	Convenience
8	2	102. Costs, finances
27	14	103. Conflicts with family responsibilities
18	10	104. Conflicts with job responsibilities
21	10	105. Weather
17	8	106. Location of campus, transportation problems
19	15	107. Scheduling of classes
12	6	108. Too busy, time constraints
1	1	109. Other - external (WRITE OUT)
		Personal
0	0	110. Lack of support from family
0	0	111. Lack of support from friends, colleagues at work
2	1	112. Poor preparation in previous schooling, inadequate study skills
7	2	113. Fear of failing, fear of returning to school
6	3	114. Other - personal (WRITE OUT)
26	0	115. Nothing
0	0	116. Other (WRITE OUT)

(17) What made it most difficult (1 answer)

_____
(write number from question 16)

(18) How deal with problems

(19) What could CSB do

(20) Anything else (other comments)

A
%c

76 117. a. Mainly took classes during the day
54 b. Mainly took classes during the evening
C c. can't determine, missing data

51 118. a. Current student - took class during Fall 1981
49 b. Former student - did not take class during Fall 1981

119. Year began taking credit classes at CSB
25 a. Current year - 1981-82
24 b. Last year - 1980-81
19 c. Two year's ago - 1979-80
32 d. Three or more years ago - before 1979-80
0 e. missing data

120. Approximate number of credits taken at CSB through C.E.
42 a. 1-4
21 b. 5-12
14 c. 13-24
14 d. 25-40
8 e. 41 or more

6 121. a. Completed certificate (in Mgmt.) - by Jan. 82
6 b. Completed degree through C.E. - by Jan. 82
7 c. switched to full-time status
82 d. none of the above
e. missing data

17 122. a. tuition remission through CSB or SJU
7 b. member of the Convent of St. Benedict
76 c. none of the above
0 d. missing data

123. (C.E.'s interpretation)
60 a. persister (completed degree or certificate, switched to full-time, or is still taking classes)
40 b. non-persister (none of the above)
0 c. uncertain

APPENDIX G

Due to the confidential nature of the comments reported in this appendix, it has been deleted from this document. Requests for copies of the appendix should be sent to the author.

APPENDIX H

COLLEGE OF SAINT BENEDICT, SAINT JOSEPH, MINNESOTA 56374
CENTER FOR CONTINUING EDUCATION

ADMISSION FORM

PLEASE TYPE OR PRINT

1. Name_____
   Last First M. (If you have ever gone by another name, please give that also)

   Social Security Number_____ Date_____

2. Home Address_____
   Street and Number

   _____ Telephone_____
   City State Zip Code

3. Present occupation_____

4. Place of employment and address if employed outside the home

   _____
   Organization Street Number

   _____ Telephone_____
   City State Zip Code

5. Birth_____ Place_____
   Month Day Year City State

6. Education - secondary schools and colleges (names and addresses).

NOTE: There is a $15 fee for evaluation of transcripts from other colleges and universities. This evaluation is necessary if you wish to transfer credits earned at other colleges. If evaluation is desired ask the colleges you have attended to send official transcripts of your records directly to the Center for Continuing Education at the College of St. Benedict.

19____to 19____ _____

19____to 19____ _____

19____to 19____ _____

19____to 19____ _____

7. If you have attended other colleges how many credits (indicate semester or quarter) have you accumulated (estimate if necessary)_____

8. At the present time are you planning to work toward a certificate?_____

If yes, please indicate which certificate.

_____Certificate in Management for Women

_____Certificate in Ministry

9. At the present time are you planning to work toward a degree from the College of St. Benedict?_____

If yes, which degree? _____ 2 year _____ 4 year

If you have decided on a major field of study, please indicate your choice.

_____

10. Have you taken courses through the Center for Continuing Education before this semester?_____ If yes, when_____

11. If you have any immediate relatives who have attended either St. Benedict's or St. John's please list their names and their relationship to you.

_____

_____

12. If you have any relatives employed by either St. Benedict's or St. John's list their names and their relationship to you_____

_____

13. How do you plan to finance your schooling? (this question is optional)

_____

_____

14. Please give a brief description of your use of time since leaving high school or college. If employed, please give names of employers, kind of work, length of employment.

15. If you have taken any non-credit courses or workshops, please describe them.

APPENDIX I

Profiles of students

- in the Certificate in Ministry Program
- in the Certificate in Management Program
- working toward a 2-year degree, 4-year degree or a second major or minor
- attending classes for personal enrichment

PROFILE OF STUDENTS IN THE CERTIFICATE IN MINISTRY PROGRAM

(This profile was compiled in March 1982 and is based on information taken from the Admission Forms of 24 C.E. students who indicated they were planning on working toward the Certificate in Ministry.)

1. City of Residence. Six students are from St. Cloud, 4 from St. Joseph and 3 from Little Falls. Other residences include Albany, Big Lake, Clearwater, Kimball, Long Prairie, Oak Park, Sartell, Sauk Centre, and Waite Park. The average commute for students living outside of St. Joseph is about 22 miles one way.

2. Present Occupation. The women have a variety of occupations but the major grouping are:

   Homemaker (when listed as sole occupation) - 4
   Teaching (includes teacher's aide, music therapy) - 8
   Church-related (Relg. Ed. Coord., Choir Director, ect.) - 5
   Business & Industry - 5
   Self-employed - 1
   Student - 1

   Twenty of the women have held at least 1 job outside the home since leaving school and 11 have held 3 or more jobs.

3. Age. The age range is 23 to 53, the average and median age is 36.

4. Previous College or Vocational-Technical Training. Eleven of the 24 had attended college before entering Ministry program classes, and 5 had attended vocational-technical training programs (including AVTI, nursing schools, business school). Eight have completed at least a bachelor's degree.

5. Aid from Parish. Four women are receiving financial aid from their parishes to help pay for at least part of their tuition. These women are from Kimball, Little Falls and Sauk Rapids.

PROFILE OF STUDENTS IN THE CERTIFICATE IN MANAGEMENT FOR WOMEN PROGRAM

(This profile was compiled in April 1982 and is based on information taken from Admission Forms of 37 C.E. students who indicated they were planning on working toward the Certificate in Managment).

1. City of Residence. Almost half of the students (17 of 37) are from St. Cloud, 3 are from St. Joseph, 5 are from Cold Spring and 3 are from Avon. Other residences include Albany, Clear Lake, Delano, Holdingford, Paynesville, Sartell, Sauk Rapids and St. Martin. The average commute for students living outside of St. Joseph is 12.5 miles one way.

2. Present Occupation. The women have a variety of occupations but most of them (29) are in business or industry. Only 4 of the 37 listed their current occupation as housewife, 3 were associated with the medical profession (nursing, dental assistant) and 1 was in the administrative staff at CSB. The occupations under the heading of business and industry include: personnel (including personnel director - 3), bookkeeper or secretary (6), manager (3), supervisor (2), self-employed (2), computer operator/electronic data processor (2), accountant (1), sales representative (1), service representative (1), personal banking representative (1).

The institutions which employ the students include: CSB (6 students), SJU (3), Northwestern Bell (3), Fingerhut (2), Hanauer Gear (3), DeZurik (1), Fandel's (1), Holiday Inn (1), Vision Ease (1), First Bank (1), Hanes (1), and the Post Office (1).

3. Age. The age range is 22 to 51, the average age is 34, and the median age is 31.

4. Previous College or Vocational-Technical Training. Twenty-five of the students had attended college (20) and/or business college (1), a nursing school (2), or an AVTI (3) before entering Management program classes. Eight have completed a bachelor's degree and one has a Master's degree.

5. Financial aid. Three students are employees of CSB and 3 are employees of SJU and so are receiving tuition remission from the colleges. In addition, six women in business are receiving some tuition reimbursement from their employer (Fingerhut, Northwestern Bell, Hanes, Hanauer Gear, DeZurik, St. Cloud Hospital).

PROFILE OF STUDENTS WORKING TOWARD A 2-YEAR OF 4-YEAR DEGREE

(This profile was compiled in May 1982 and is based on information taken from the Admission Forms of 44 C.E. students who indicated they were planning on working toward a 2-year degree, a 4-year degree or a second major or minor from CSB.)

1. City of Residence. Almost ½ of the students (20 out of 44) are from St. Cloud and another ¼ (12 students) are from St. Joseph. The remaining 12 are from Avon, Clearwater, Little Falls, Milaca, Rice, Sartell, Sauk Centre, Sauk Rapids, and Waite Park. The average commute for students living outside of St. Joseph is about 13 miles one way.

2. Present Occupation. Eleven of the women listed homemaker as their present occupation. Another 4 women who did not list any occupation can probably be considered to be homemakers (they may not think of homemaking as an occupation, and so left this blank on their admission form) bringing the number in this category to 15. Nine women are in nursing, 1 is a veterinary assistant, and 2 are in social services. Six women work in business (clerk, bookkeeper, typist, sales, manager) 1 is an engineer for Northwestern Bell, and 2 are in housekeeping/maintenance. Three work in student services at CSB/SJU, 1 works in the Convent's formation program, 2 are in primary/secondary teaching, and 2 are in parish ministry/ CCD. Three students are employed at CSB, 1 at SJU, 1 at the Convent, and 1 at the SJU seminary.

Thirty-nine of the women reported that they have held at least 1 job outside of the home since leaving school and 22 have held 3 or more jobs.

3. Age. The age range is 20 to 54, the average age is 33 and the median is 32.

4. Previous College or Vocational-Technical Training. Thirty-eight of the students had attended college (35) and/or a nursing school (6) or an AVTI (4) before working toward a degree through CSB C.E. Eleven of the women already have a bachelor's degree and 1 also has a master's degree. Of these 11, 5 are now working towards a degree in nursing and the rest are picking up another major or minor.

5. Financial Aid. In response to the optional question on how they would finance their schooling, 6 students said they would use loans (including GSL), 2 listed BEOG, 2 said grants and loans and 1 simply said financial aid. Three students are receiving tuition remission from their employers (including 1 employed at CSB and 1 at SJU).

6. Degrees Being Sought. Thirty-eight of the students are seeking a degree from CSB (6 are picking up a second major or a minor). Of these, 3 are working toward a 2-year degree (1 in English, and 2 in Horsemanship) and 35 are working toward a 4-year degree (19 in Nursing, 5 in HCS, 3 in Liberal Studies, 2 in Business, and 1 in each of the following: Art, Biology, Elementary Education, English, Social Sciences, Sociology).

PROFILE OF STUDENTS ATTENDING CLASSES FOR ENRICHMENT

(This profile was compiled in May 1982 and is bases on information taken from the Admission Forms of 43 C.E. students who had not indicated that they were working toward a degree or a Certificate. These students were assumed to be taking classes for reasons such as gaining personal skills/intellectual growth or acquiring background in a specific area, and were put in a group designated as students attending classes for enrichment.)

1. City of Residence. About ½ of the students (19 of 43) live in St. Joseph and another 14 live in St. Cloud. The remaining 10 live in Albany, Avon, Clear Lake, Clearwater, Holdingford, Paynesville, Sauk Rapids, St. Paul, and Willmar. The average commute for students living outside of St. Joseph is about 15 miles one way.

2. Present Occupation. Seven of the women listed homemaker as their present occupation. Seven of the students were employed at CSB in administrative or support staff positions and 2 were CSB instructors. Six students worked at St. Benedict's Convent and 1 worked in a staff position at SJU. Three women worked as teachers or teacher's aides and 4 worked at church-related jobs such as director of music, religious education, youth ministry. Four students were in health fields (nursing, health technician, nursing home administration) and 8 worked in business or industry (secretary, accountant, retail clerk, production assistant, computer programmer).

Thirty-nine of the women indicated that they have held at least 1 job outside of the home since leaving school and 23 have held 3 or more jobs.

3. Age. The age range is 22-65, the average age is 35 and the median age is 31.

4. Previous College or Vocational-Technical Training. Thirty-four of the students had attended college and 3 had attended an AVTI before taking classes for enrichment through CSB C.E. Twenty-six of the students have completed a bachelor's degree, seven of these have master's degrees and one student has completed her doctorate.

5. Financial Aid. Five students are receiving tuition remission through CSB (employees or spouses) and 2 through SJU. In addition 3 students are receiving some tuition reimbursement from their employers (Veterans Administration, Northern Cable Vision, Champion International).